Arts & Social Sciences

School of Education

EDST5112
Learning: Psychological and Social
Perspectives

Semester 1, 2018

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5112: Learning: Psychological and Social Perspectives (6 UOC)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Paul Evans
Office Location: John Goodsell 118
Email: paul.evans@unsw.edu.au

Tutors and other teaching staff
Tutor: Marie McGregor
Email: marie.mcgregor@unsw.edu.au

Use the course help forum on moodle to raise any questions in relation to the course. Use the tutor's email for matters that are private or not appropriate for the course forum.

3. COURSE DETAILS

Course Name	Learning: Psychological and Social Perspectives
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Timetable.unsw.edu.au

Summary of Course
One of the central needs of a teacher is to understand how their students learn. In this course, you will learn about how people learn generally, the degree to which people differ in how they learn, and the strategies required to teach them effectively. You will study core educational psychology topics—including development, cognition, and motivation—and observe them in action in classrooms. In assessment, you will articulate these issues, and report on observations of teaching in a way that bridges theory, research, and practice.

Student Learning Outcomes

Outcome	
1	Understanding of adolescence as a life stage with particular learning needs
2	Appreciation of the significance of motivation, cognition, emotion, social and cultural factors in adolescent learning.
3	Knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.
4	Understanding of the impact of youth culture, ethnicity, cultural identity and gender issues on adolescent learning.
5	Ability to apply theoretical knowledge to teaching that meets the needs of adolescent learners.

AITSL Professional Graduate Teaching Standards

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.

National Priority Area Elaborations

Priority Area	
Aboriginal and Torres Strait Islander Education	
Classroom management	1, 2, 4, 5, 7
Information and communication technologies	
Literacy and numeracy	1, 2, 4,
Students with special educational needs	
Teaching students from non-English speaking backgrounds	3, 4

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding of adolescent learning and development is essential for successful teaching and productive teacher-student relations in secondary schools. The course focuses on providing pre-service teachers with an understanding of the complexity and diversity of adolescents in Australian secondary schools and the qualities of peer and teacher relations that promote students' social and academic wellbeing. The course is necessary for meeting the requirements of the New South Wales Institute of Teachers. It complements other courses designed to enable pre-service students to successfully complete their Professional Experience practice teaching and meet all the requirements of the New South Wales Institute of Teachers professional Teaching Standards for Graduate Teachers.

5. TEACHING STRATEGIES

Teaching strategies in this course reflect as much as possible the principles explained in the course itself, including in explicit instruction, guided teaching, opportunities for practice, and group discussions, across lectures, tutorials, and online components.

6. COURSE CONTENT AND STRUCTURE

The topics listed below and the weeks in which they appear are subject to change. The most updated course schedule and topics is on moodle.

Week	Lecture Topic
1 26 Feb – 2 Mar	Introduction to the course **DEVELOPMENT** Cognitive development
2 5 Mar – 9 Mar	Development through adolescences
3 12 Mar – 16 Mar	**HOW PEOPLE LEARN** Perspectives and ways of looking at how people learn The memory system

4 19 Mar – 23 Mar	The role of language in learning (Guest lecture: Prof Chris Davison)
5 26 Mar – 30 Mar	Types of memory Working memory Encoding and retrieval techniques
6 9 Apr – 13 Apr	Cognitive Load Theory (guest lecture: Prof Slava Kalyuga)
7 16 Apr – 20 Apr	**MOTIVATION** A framework for understanding the nature of motivation
8 23 Apr – 37 Apr	Self-determination theory Goal theory Engagement
9 30 Apr – 4 May	Recent research on motivation in schools (Guest lecture: Prof Andrew Martin).
10 7 May – 11 May	*FINAL THOUGHTS* Urban legends in education Evidence-based instruction Teacher motivation Teacher identity Why we teach What are the most important things to know about educational psychology

7. ASSESSMENT

Task	Length	Weight	Learning Outcomes	AITSL Standards	National Priority Area Elaborations	Due Date
1. Essay	2000 words	40%	1 2 3 5	1.1 1.2 1.3 1.5 3.1 4.1	CM 1, 2, 5	Tuesday 22 May, 5pm
2. Learning Case studies	3000 words	60%	1 2 3 4 5	1.1 1.2 1.3 1.4 1.5 2.5 4.1	CM 1, 7; LN 2; NESB 3, 4	**(1)** Tuesday 20 March, 5pm **(2)** Tuesday 17 April, 5pm **(3)** Tuesday, 29 May, 5pm

Please note the School Assessment Policy and Procedures for information about submitting assignments, late penalties, special consideration, resubmissions and supplementary assessments.

Task 1: Essay
The role of motivation in how people learn at school
The essay question will be provided on moodle.
The length of the essay is 2000 words. Text from tables, figures, and the reference list is not included in the word count.

Task 2: Teaching and Learning Case Studies
Respond to each of the provided teaching and learning case study scenarios (There is one each on the topic of development, how people learn, and motivation.)

Describe the relevant theoretical aspects of the case studies, and then describe observations of these theoretical aspects drawing from your experiences in the INSTEP program.

Further information on how to construct each case study report will be provided in tutorials and on moodle.

Student Name: Student No.:

Assessment Task: ESSAY

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the key issues relating to student motivation for learning, • an ability to demonstrate knowledge, respect and understand the differing social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning • Knowledge and understanding of students' different approaches to learning					
Depth of analysis and/or critique in response to the task • depth of understanding of the theoretical constructs discussed according to the motivation perspective chosen • clarity and depth in the application of the theoretical perspective to the classroom environment					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in class and associated resources • range of research and professional literature to support application of particular strategies for motivating student learning (distinct from that listed in the course outline)					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organisation, including weighting given to each section					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Student Name: Student No.:
Assessment Task: LEARNING CASE STUDIES

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • identification of the relevant theoretical frameworks and understandings of the phenomena described in the case study					
Depth of analysis and/or critique in response to the task • depth of understanding of the theoretical and practical implications of the case study • synthesis of the ideas and relation to other aspects of educational psychology					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in class and associated resources • range of research and professional literature to support report observations					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer   **Date**
Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8. RESOURCES

Required Texts

Educational Psychology for Learning and Teaching	Book

Author(s)	Duchesne, S., & McMaugh, A.
ISBN	9780170353113
Year Published	2016
Edition	5th
Publisher	Pearson
URL	https://cengage.com.au/product/title/educational-psychology-for-learning-and-teach/isbn/9780170353113

Visible learning: A synthesis of over 800 meta-analyses relating to achievement	Book

Author(s)	Hattie, J.
Year Published	2009
Publisher	Routledge

This title is available via the library as an e-book. You can access it and use it for the course without having to purchase it.

Additional Resources

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Oxon, UK: Routledge.
    Available through the UNSW library as an e-book
Duchesne, S., & McMaugh, A. (2016). *Educational psychology for learning and teaching.* South
    Melbourne, Victoria, Australia: Cengage.
McInerney, D. M., & McInerney, V. (2010). *Educational psychology: Constructing learning* (5th Ed.).
    Frenchs Forest, NSW, Australia: Pearson.
Schunk, D. H. (2014). *Learning theories: An educationeal perspective* (6th Ed.) Harlow, England:
    Pearson.