UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5151
Child Development: Psychological & 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
EDST5151: Child Development: Psychological and Social Perspectives (6 UOC)
Trimester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen
Office Location: John Goodsell 131
Email: tracy.durksen@unsw.edu.au
Phone: 9385 8507
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Child Development: Psychological and Social Perspectives (Primary)
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

How do primary-aged students develop and learn? What, and who, informs their learning? What is the role of cognition, motivation, identity, language, gender, culture, and ability? Using educational psychology as a foundation, you will explore psychological and social perspectives on child development and learning during the primary years of schooling. In order to develop your understanding of young students and how they learn, this course will focus on integrating research findings, theoretical positions, and practical aspects of child development. Specifically, you will be challenged to consider critical developmental issues in relation to your within-school experiences. Completion of this course will enable you to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective primary school pedagogy.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments and Hurdle Requirements can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.
Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome	Description
1	Identify and critically evaluate the key implications of a range of research findings about child development for student learning
2	Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years
3	Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning
4	Draw on a range of strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching

AITSL Professional Graduate Teaching Standards

Standard	Description
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	Knowledge and understanding of 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	
A. Aboriginal and Torres Strait Islander Education	4, 5, 6
B. Classroom Management	2, 4, 5
C. Information and Communication Technologies	4, 7, 8
D. Literacy and Numeracy	3, 4, 15
E. Students with Special Educational Needs	1, 4, 6
F. Teaching Students from Non-English Speaking Backgrounds	3, 4, 5

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Primary-aged students bring with them a broad range of developmental considerations that impact learning. As a teacher, your own life experiences and perspectives on learning impact your interactions and teacher-student relationships. Understanding child development through psychological and social lenses as well as through the filter of your own background can help promote students' academic and non-academic successes. Given this awareness, it is critical that teachers draw upon a developmental framework. The content and teaching approach of this course will help you frame your own practice in a developmental way – one that can promote further focus, refinement, and reflection throughout your teaching career.

5. TEACHING STRATEGIES

You can expect a combination of lectures and tutorial activities designed to provide opportunities for critical study and reflection on research literature and related issues. Face-to-face lectures will include explicit instruction and a range of interactive activities to help you clarify, apply, and explore key themes experienced in your school settings. Since research shows that learning is best activated by interaction (and not passive consumption), attendance and participation in the lecture discussions will provide the foundation for your own understanding and development in this course. In addition, online tutorial material will help foster interest and support your learning within small peer communities of practice.

6. COURSE CONTENT AND STRUCTURE

Week (Date)	Lecture Topic	Tutorial *via Moodle*	Textbook Pre-readings* *see our Moodle course page for additional required and recommended readings*	Tasks/Reminders
1 (26 Feb)	**Introduction to Educational Psychology and Child Development** (3 hours) *Program orientation (+2 hours)		Chapter 1	**4321** Post on Moodle by Friday 2 March @5pm
2 (5 March)	**Culture and Community**	Module 1	Chapter 2	**4321** Post on Moodle by Friday 9 March @5pm
3 (12 March)	[*Guest speaker*] **Physical and Cognitive Development**	Module 2	Chapter 3 (to page 93)	**4321** Post on Moodle by Friday 16 March @5pm
4 (19 March)	**Language and Social Development**	Module 3	Chapter 3 (page 94-106)	**4321** Post on Moodle by Friday 23 March @5pm
5 (26 March)	**Emotional and Moral Development**	Module 4	Chapter 4	**4321** Post on Moodle by Friday 30 March @5pm
Mid semester break (30th March – 8th April)				
6 (9 April)	**Personal Development and Individual Differences**	Module 5	Chapters 5 and 9	**4321** Post on Moodle by Thursday 12 April @5pm
7 (16 April)	*Study Break (no lecture)*			
8 (23 April)	*Study Break (no lecture)*			
9 (30 April)	**Cognitive Processes**	Module 6	Chapters 7 and 8	**Case Study Report:** Due Friday 4 May by 5pm
10 (7 May)	[*Guest Speaker*] **Student Motivation and Engagement**	Module 7	Chapter 10	**4321** Post on Moodle by Friday 11 May @5pm
11 (14 May)	**Assessment and Communication with students and families**	Module 8	Chapter 14	**4321** Post on Moodle by Friday 18 May @5pm
12 (21 May)	**Bringing it all together: A developmental framework**	Reflect and Share: Closing activity	*No required readings*	

7. RESOURCES

Required Text (**Available through the UNSW Library as an e-book)***:**

Woolfolk, A., & Margetts, K. (2016). *Educational Psychology* **(4th Ed.). Melbourne, Vic: Pearson Australia.**

See our course Moodle site for **additional required readings** and recommended resources. Please read the assigned weekly readings *prior to each lecture*.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
1. 4321 Responses	8 lists (5 required)	Course Hurdle Requirement				Ongoing
2. Case Study Report	2000 words	40%	1, 2, 3	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.1, 4.1	A 4,5,6; B 2,4,5; D 3,4,15; E 1,4,6; F 3, 4, 5	Friday 4 May by 5pm
3. Assessment Portfolio	Approx. 15 pages (see details)	60%	1, 2, 4	1.1, 1.2, 1.3, 1.4, 1.5	A 4,5,6; C 4,7,8; D 3,4,15; E 1,4,6; F 3, 4, 5	Friday 1 June by 5pm
4. Microteaching (submit lesson plan)	10 minutes (in class)	Program Hurdle Requirement				Sign-up

ASSESSMENT DESCRIPTIONS

TASK 1 (Ongoing Hurdle Requirement): 4321 Responses

This assessment task requires you to respond to readings and content discussed during our course. To satisfy this ongoing hurdle requirement, please complete the following for at least 5 out of the 8 opportunities indicated in our course schedule.

A. **Prepare your list.** In response the weekly readings, tutorial, and lecture, please prepare a list containing the following:
   - 4 main points
   - 3 implications for teaching in your future classroom
   - 2 questions/ concerns/ criticisms/ responses
   - 1 response to another student's question or comment (in class or on Moodle)

B. **Post your list.** Locate the *4321 Forum* on our Moodle course page and post your list by the specified date.
   - There are 8 lists (5 required) during this course (see course schedule for due dates)
   - Your first 4321 of the course will address the readings, lecture, and tutorial aimed at introducing you to the field of educational psychology. This lecture takes place on Monday 26 February so you will submit your 4321 by 5pm on Friday 2 March.

TASK 2 (40%): Case Study Report

Throughout your tutorials, you will have the opportunity to respond to a range of modules (including case studies, scenarios, and observation tasks) while engaging with your peers. Your case study assessment task requires you to independently respond to two teaching and learning case study scenarios (to be provided). Your response should be persuasive, written in first person narrative, and consist of two equal parts (1000 words[1] for each case study).

When responding to each case study provided for this assessment, please address the following:
- The identification of possible developmental factors and related processes likely to have contributed to creating the case study 'problem.'
- An outline of a course of action to address this problem, whether it is to re-engage the student, or modify the teacher's approach to the situation. Include the beliefs, values, and experiences that information your course of action.
- Integrate related research and sources of information that support the developmental factors apparent in the case description and the subsequent course of action you outline.

TASK 3 (60%): Assessment Portfolio

For this assessment task, you will compile an assessment portfolio through a number of steps. Although this is your final assessment, please start this task early!

1. Choose a developmental stage and define according to developmental theorists and related research.

2. Gather and write descriptions of 5 assessments that could help provide you with developmental information on a student at the chosen stage of development.

3. Choose 2 or 3 of these assessments to trial with one student.

4. After obtaining permission from the classroom teacher, trial the chosen assessments with one student.

5. Write-up the results of your trial and overall reflections. Be sure to include a developmental description of the student before presenting your results.

6. Format[2] your report as follows (double-spaced and in this order):

   - **Title page**: Provide a meaningful title (be specific, not just 'Assessment Portfolio').

   - **Table of contents**: Please ensure each assessment is listed separately.

   - **Introduction** (1-2 pages): Identify one developmental stage (as defined by a developmental theorist) and summarise the student characteristics and needs of that stage.

   - **Assessments** (~1 page per assessment): Compile 5 developmentally appropriate assessments. Describe and justify the use of each assessment while including references to relevant sources and research.

   - **Trial Results** (4-5 pages): Report on the results from your trial of 2 or 3 assessments.

   - **Conclusion** (2-3 pages): Summarise your report – beginning with the chosen stage of development, the range of assessments you highlighted, and then your reflections on the results of your assessment trial. Conclude with implications for this student (based on your trial results) and future assessment considerations and implications for your practice.

   - **References**

TASK 4 (Program Hurdle Requirement): Microteaching

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of this program as it provides you with the opportunity to focus on how you impact student learning through your interactions while also demonstrating key competencies specific to your content area. The microteaching component of the course will not only allow for your demonstration but also provide the important opportunity to observe other student teachers and engage in peer review.

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[1] Text from tables, figures, and the reference list is not included in the word count
[2] A sample will be provided

The assessment process will consist of the following two components:

1. **A detailed lesson plan*** using the prescribed template (see handbook) and include:
   - a statement of expected learning outcomes
   - how you will know if your interactions with students impact their learning
     - explicit evidence (e.g., pre- and post-test, strategic questions, journals, etc)
     - implicit evidence (e.g., observations, student responses, etc.)

* All students must submit their proposed lesson plan at least one week prior to the presentation (upload to Moodle). If you are unsure of any aspect please discuss your plan with your lecturer after class in the previous week.

2. **A 10-minute mini-lesson**

This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory.

Note: Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. If a student is assessed as unsatisfactory in microteaching s/he will not be permitted to undertake Professional Experience until the key concerns have been resolved.

Recommendations for success:
- Start planning now!
- Pick a topic you are passionate about
- Read widely on effective classroom strategies
- Practise aspects of your mini-lesson with a small group of peers prior to assessment

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Student Name: Student No.:

Assessment Task: Case Study Report

SPECIFIC CRITERIA	(-)				→	(+)
Understanding of the question or issue and the key concepts involved						
• demonstrates knowledge, respect, and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning						
• identifies the relevant theoretical frameworks and understandings of the phenomena described in each case study						
• identifies the key individual and developmental influences on student learning						
Depth of analysis and/or critique in response to the task						
• expresses a deep understanding of the theoretical and practical implications of each case study						
• critically considers the limitations of the possible solutions to the problem presented in each case study						
Familiarity with and relevance of professional and/or research literature used to support response						
• references specifically to material, research, and ideas presented in the course						
• integrates a range of research and professional literature to support the application of particular strategies (distinct from required course readings)						
Structure and organisation of response						
• organises with clarity and coherence						
• applies appropriate weighting to each part: Part 1 (Case Study 1) = 1000 words, Part 2 (Case Study 2) = 1000 words, References						
Presentation of response according to appropriate academic and linguistic conventions						
• uses APA 6th for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references						
• writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English (Australian) spelling						
• presents a comprehensive response within the required word length (2000 +/- 5% words plus reference list)						
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME						

Lecturer: Tracy Durksen   **Due 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: Assessment Portfolio

SPECIFIC CRITERIA	(-)				(+)
Understanding of the question or issue and the key concepts involved • demonstrates an understanding of the key developmental issues relating to student learning and evaluates how different approaches to assessment for learning can respond to these issues • demonstrates knowledge, respect and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect assessment for learning					
Depth of analysis and/or critique in response to the task • demonstrates a theoretical and practical importance of understanding and assessing at a particular stage of development • clearly describes the application of a theoretical perspective to assessment selections • provides a clear description and analysis of the assessment trial and results					
Familiarity with and relevance of professional and/or research literature used to support response • references specifically to material, research and ideas presented in the course • integrates a range of research and professional literature (distinct from required readings) to support the selection of assessments and related implications					
Structure and organisation of response • organises with clarity and coherence • adheres to the required portfolio format					
Presentation of response according to appropriate academic and linguistic conventions • uses APA 6th for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English Australian spelling • presents a comprehensive response of approximately 15 double-spaced pages (plus references, appendices, etc.)					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Tracy Durksen   **Due 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.**

Microteaching Feedback Form for Pre-service Teacher

UNSW SYDNEY

STUDENT TEACHER

Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments

Lecturer: Tracy Durksen   Date: Satisfactory/unsatisfactory (circle)