EDST5320

Individual Differences and Education

Semester One // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Jihyun Lee	jihyun.lee@unsw.edu.au	by email	John Goodsell 112	9385 1940

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.artsunsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Summary of the Course

It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. In this course you will learn about major theories of individual differences and how individual differences interact with educational processes and outcomes. Specific topics that you will learn about in this course include studies of human intelligence, personality, self-beliefs, interest, values, and morality. You will explore and examine current theoretical perspectives in these areas, and will be able to develop a sense of the interdependence of different aspects of thinking and believing. You will also learn how the theories and research may help real-life applications to classroom teaching and learning.

At the conclusion of this course the student will be able to

1. Explain what aspects of individual differences have been of importance to education and teaching
2. Appreciate relative strengths and limitations of different theories of individual differences.
3. Summarise and report on major theories of individual differences.
4. Discuss real-life examples related to the theories of individual differences.
5. Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning.

Teaching Strategies

Teaching strategies: In this course you will form a group (with 2 or 4 members) and meet to investigate and discuss together what you have learned and how it can be related to your practice. Research has shown that peer-groups can be utilised as an effective method of teaching and learning (e.g., Ryan, 2000).

Rationale: It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. Theories and research of individual differences will make sense to educators when they can relate them to real-life situations. There are two main teaching strategies of this course: (1) to provide you with the opportunities to participate in group discussions and presentations to share yout own experiences, and (2) to link what you have learned to your own practice.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.2	Structure teaching programs using research and collegial advice about how students learn.
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Assessment

- Assessments in this course have changed from previous years.
- I will discuss the assessments at length at the first lecture.
- Your final mark will be based on two assessments (see the assessments section) .

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Individual differences	40%	1,4,5	1.1.2,1.2.2,1.3.2	30/03/2 018 05:00 PM
Critical literature review	60%	1,2,3	1.1.2,1.2.2,1.3.2	14/05/2 018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Individual differences

Start date: Not Applicable

Details: Task 1: Self-reflection on an aspect of individual differences using real life examplesLength: 2000 words Students will receive written feedback within10 days of submission.

Additional details:

Assessment 1 – Reflections about individual differences (40%)

Out of the course topics, choose one area/topic that is most interesting to you.

- Intelligence
- Personality
- Interest
- Motivation
- Values and Morality
- Self-beliefs

Write a piece of self-reflection about the topic. You can write, for example:

- Which aspects of individual differences are interesting to you and why?
- Which age-group(s) would you like to explore with respect to the topic of your choice?
- Why is learning about this topic important to you?

- How useful will it be to learn about this topic for your future study or work?
- You can bring in your life experiences and people that you know.

[Paper format: single-spaced, Calibri font type, font size 11]

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Critical literature review

Start date: Not Applicable

Details: Task 2: Construct a critical literature review on the topic selected in assessment one.Length: 4000 wordsStudents will receive written feedback within10 days of submission.

Additional details:

Assessment 2 - Critical literature review (60%)

Choose one area/topic out of the course topics that you want to write as Assessment 2. Describe what you have learned from your readings on the area/topic that you have chosen. It could be the same area/topic that you chose for Assessment 1.

- Intelligence
- Personality
- Interest
- Motivation
- Values and Morality
- Self-beliefs

Write a piece of critical literature review

1. Provide a "brief" summary of the literature on the area/topic of your choice.
2. Identify and summarize ONE theory related to the topic.
3. Write a critical literature review of the topic. Critical review means that your paper will contain some type of strategies, solutions, answers, research directions, or practical implications. You should also link what you wrote in Assessment 1 to what you are writing about in Assessment 2. Try to demonstrate that what you have learned from your own readings and in this class can be utilized in practice. This will be a link between theory and practice.

[Paper format: single-spaced, Calibri font type, font size 11]

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
(http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Lecture	• Introduction to the course • Overview of research orientation in Individual Differences
Week 2: 5 March - 11 March	Lecture	• Intelligence Part I
Week 3: 12 March - 18 March	Group Activity	• Intelligence Part II
Week 4: 19 March - 25 March	Lecture	• Personaltiy I
Week 5: 26 March - 1 April	Group Activity	• Personality Part II
Break: 2 April - 8 April	Reading	School Break - Self-reading
Week 6: 9 April - 15 April	Lecture	• Interest
Week 7: 16 April - 22 April	Lecture	• Styles/Personalization
Week 8: 23 April - 29 April	Lecture	• Self-beliefs
Week 9: 30 April - 6 May	Lecture	• Values and Morality
Week 10: 7 May - 13 May	Lecture	• Motivation
Week 11: 14 May - 20 May	Presentation	• Literature Review: Student Presentation
Week 12: 21 May - 27 May	Presentation	• Literature Review: Student Presentation

Resources

Prescribed Resources

Chamorro-Premuzic, T. (2016). *Personality and individual differences*. John Wiley & Sons.

Table of contents

1 Introducing Individual Differences 2 Personality Part 1 3 Personality Part II 4 Psychopathology 5 Intelligence Part I 6 Intelligence Part II 7 Behavioral Genetics 8 Beyond IQ – Theories of Hot Intelligence 9 Mood and Motivation 10 Creativity 11 Leadership 12 Vocational Interests

Cooper, C. (2015). *Individual differences and personality*. Routledge.

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1 Introduction to Individual Differences Part I: Theories and applications 2 Kelly and Rogers 3 Freud and post-Freudians 4 Broad theories of personality 5 Emotional intelligence 6 Narrow personality traits 7 Biological and social models of personality 8 Structure and measurement of abilities 9 Ability processes 10 Personality and ability over the lifespan 11 Environmental and genetic determinants of personality 12 Mood and motivation 13 Applications of personality and ability testing Part II: Methods 14 Measuring individual differences 15 Reliability and validity of psychological tests 16 Factor analysis 17 Performing and interpreting factor analyses 18 Constructing a test 19 Problems with tests 20 Conclusions

Recommended Resources

Readings – Jihyun Lee

Lee, J. (2014). Universal factors of student achievement in high-performing Eastern and Western countries. Journal of Educational Psychology, 106, 364-374.

Lee, J. (2013). Can writing attitudes and learning behavior overcome gender difference in writing? Evidence from NAEP. *Written Communication*, *30*, 164-193.

Lee, J., & Shute, V. (2010). Personal and social-contextual factors in K-12 academic performance: An integrative perspective on student learning. *Educational Psychologist, 45*, *185-202.*

Lee, J. (2009). Universals and specifics of math self-concept, math self-efficacy, and math anxiety across 41 PISA 2003 participating countries. *Learning and Individual Differences, 19*, 355-365.

Readings – Andrew Martin

Martin, A. J. (2013). Improving the achievement, motivation, and engagement of students with ADHD: The role of personal best goals and other growth-based approaches. *Australian Journal of Guidance and Counselling, 23*, 143–155.

Martin, A. J., Durksen, T. L., Williamson, D., Kiss, J., & Ginns, P. (2014). Personal Best (PB) goal setting and students' motivation in Science: A study of Science valuing and aspirations. *The Australian Educational and Developmental Psychologist, 31*, 85–96.

Martin, A. J., & Liem, G. A. D. (2010). Academic personal bests (PBs), engagement, and achievement: A cross-lagged panel analysis. *Learning and Individual Differences, 20*, 265–270.

Yu, K., & Martin, A. J. (2014). Personal Best (PB) and 'classic' achievement goals in the Chinese context: their role in predicting academic motivation, engagement and buoyancy. *Educational Psychology, 34*, 635–658.

Further Readings

McDevitt, Ormrod, Cupit, Chandler, & Aloa (2012). Child Development and Education. Boston: Pearson.

Hattie, J., & Anderman, E. M. (2013). International Guide to Student Achievement. Routledge.

Cook & Cook (2008). Child Development: Principles and Perspectives (2e)*. Boston: Pearson.*

Berk, Laura E. (2006). Child Development (7th ed.), Boston: Pearson.

Gardiner, H. W., & Kosmitzki, C. (2005). Lives across cultures: cross-cultural human development. Boston: Allyn and Bacon.

Harms, L. (2005). Understanding human development: a multidimensional approach. South Melbourne, Vic.: Oxford University Press.

Kail, R. V., & Cavanaugh, J. C. (2003). Human development: a life-span view. Belmont, CA: Wadsworth/Thomson Learning.

Murray, R. T. (2001). Recent theories of human development. Thousand Oaks, Calif; London: Sage.

Nilan, Julian & Germov (2007). Australian Youth: Social and Cultural Issues, Boston: Pearson.

Peterson (2004).Forward through Childhood and Adolescence: Developmental Psychology. Boston: Pearson.

Peterson (2009). Looking Forward Through the Lifespan: Developmental Psychology (5th ed.). Boston: Pearson.

Course Evaluation and Development

Student feedback will be sought at the end of this course by completing a survey. Student responses are reviewed and analyzed by the course lecturer and at the school level to see where improvement may be needed.

Feedback in the past included the issues such as:

- Having the opportunity to present in class
- Being provided with more hands-on activities

In response to these comments,

- Student presentation has been added in this course; and
- More sessions of student activities are included.

Image Credit

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