



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5112**

**Learning: Psychological and Social  
Perspectives**

**Term 1, 2019**

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### 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 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),  
Term 1 2019

## 2. STAFF CONTACT DETAILS

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

<b>Course Name</b>	Learning: Psychological and Social Perspectives
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including fieldwork in schools (INSTEP program), class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## 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		Assessment/s
1	Explain how students learn and the implications for teaching	1, 2
2	Interpret research into how students learn and how it applies to teaching	1, 2
3	Describe teaching strategies that respond to the diversity of students and their learning needs	1, 2

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education		
B: Classroom Management	1, 2, 3, 4, 5, 7	1, 2
C: Information and Communication Technologies		
D: Literacy and Numeracy	1, 2, 4	1
E: Students with Special Educational Needs		
F: Teaching Students from Non-English-Speaking Backgrounds	3, 4	1

### 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 are on Moodle.

<b>Module</b>	<b>Topic Focus</b>
1	<b>Lecture Topic: Introduction to the course</b>
2	<b>Lecture Topic: Development</b> <ul style="list-style-type: none"><li>• <b>Cognitive Development</b></li><li>• <b>Development through adolescence</b></li></ul>
3	<b>Lecture Topic: How People Learn</b> <ul style="list-style-type: none"><li>• <b>Perspectives and ways of looking at how people learn</b></li><li>• <b>The memory system</b></li></ul>
4	<b>Lecture Topic: Memory</b> <ul style="list-style-type: none"><li>• <b>Types of memory</b></li><li>• <b>Working memory</b></li><li>• <b>Encoding and retrieval techniques</b></li></ul>
5	<b>Lecture Topic: Cognitive Load Theory</b> <ul style="list-style-type: none"><li>• <b>Guest lecture: Prof Slava Kalyuga</b></li></ul>
6	<b>Lecture Topic: Motivation</b> <ul style="list-style-type: none"><li>• <b>A framework for understanding the nature of motivation</b></li></ul>
7	<b>Lecture Topic: Engagement</b> <ul style="list-style-type: none"><li>• <b>Self-Determination Theory</b></li><li>• <b>Goal Theory</b></li><li>• <b>Engagement</b></li></ul>
8	<b>Lecture Topic: Research on Motivation in Schools</b> <ul style="list-style-type: none"><li>• <b>Guest Lecture: Prof Andrew Martin</b></li></ul>
9	<b>Lecture Topic: Language</b> <ul style="list-style-type: none"><li>• <b>The role of language in learning in schools</b></li><li>• <b>Guest Lecture: Prof Chris Davison</b></li></ul>
10	<b>Lecture Topic: Final Thoughts</b> <ul style="list-style-type: none"><li>• <b>Urban legends in Education</b></li><li>• <b>Evidence-based instruction</b></li><li>• <b>Teacher motivation</b></li><li>• <b>Teacher identity</b></li><li>• <b>Why we teach</b></li><li>• <b>What are the most important things to know about educational psychology?</b></li></ul>

## 7. RESOURCES

### Required Texts

#### **Educational Psychology for Learning and Teaching – Book**

Author(s) Duchesne, S., & McMaugh, A.  
 ISBN 9780170353113  
 Year Published 2018  
 Edition 6<sup>th</sup> (note that either 5<sup>th</sup> of 6<sup>th</sup> are acceptable in the course for 2019)  
 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.

## 8. ASSESSMENT

The following assessment tasks are in addition to satisfactory attendance in all coursework, including successful participation in the INSTEP program, including 7 days classroom observation/assistance in schools.

Task	Length	Weight	Learning Outcomes	AITSL Standards	National Priority Area Elaborations	Due Date
1. Learning Case studies	3000 words	60%	1 2 3	1.1.1, 1.2.1, 1.4.1, 1.5.1, 4.1.1	CM 1, 7; LN 2; NESB 3, 4	(1) 11 March 5 pm (week 4)  (2) 1 April 5pm (week 7) (3) 23 April 5pm (week 10)
2. Essay	2000 words	40%	1 2 3	1.1.1, 1.2.1, 1.5.1, 3.1.1, 4.1.1	CM 1, 2, 5	3 May 5pm

## **Assessment details**

### **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.

## **Submission of Assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5112: LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES

Student Name:  
 Assessment Task: ESSAY

Student No.:

SPECIFIC CRITERIA	(-) ————— † (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the key issues relating to student motivation for learning,</li> <li>• 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</li> <li>• Knowledge and understanding of students' different approaches to learning</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of the theoretical constructs discussed according to the motivation perspective chosen</li> <li>• clarity and depth in the application of the theoretical perspective to the classroom environment</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• reference specifically made to material, research and ideas presented in class and associated resources</li> <li>• range of research and professional literature to support application of particular strategies for motivating student learning (distinct from that listed in the course outline)</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including weighting given to each section</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**  
**Recommended: /20 (FL PS CR DN HD)**

**Date:**  
**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.**



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5112: LEARNING: PSYCHOLOGICAL AND SOCIOLOGICAL PERSPECTIVES

Student Name:  
 Assessment Task: LEARNING CASE STUDIES

Student No.:

SPECIFIC CRITERIA	(-)	—————	+	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>identification of the relevant theoretical frameworks and understandings of the phenomena described in the case study</li> </ul>				
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>depth of understanding of the theoretical and practical implications of the case study</li> <li>synthesis of the ideas and relation to other aspects of educational psychology</li> </ul>				
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>reference specifically made to material, research and ideas presented in class and associated resources</li> <li>range of research and professional literature to support report observations</li> </ul>				
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>appropriateness of overall structure of response</li> <li>clarity and coherence of organisation</li> </ul>				
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</li> </ul>				
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>				

**Lecturer:**  
**Recommended: /20 (FL PS CR DN HD)**

**Date:**  
**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.**