

EDST5112

Learning: Psychological and Social Perspectives

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Paul Evans	paul.evans@unsw.edu.au	Please use the Course Help Forum on Moodle in the first instance for questions about course content, assessment, structure, etc. If you have a more private matter, please email me to request an online meeting.	G50 Morven Brown Building	+61 2 9065 9525

School Contact Information

School of Education
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E: education@unsw.edu.au

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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.

Course Learning Outcomes

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

Australian Professional Standards for Teachers

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
B	Classroom Management	1-5, 7	1, 2
D	Literacy and Numeracy	1, 2, 4	1
F	Teaching Students from Non-English-Speaking Backgrounds	3, 4	1

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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Illustrations of theory in practice	60%	This assessment is due in three short parts (see dates below)	1, 2, 3
2. Educational Psychology in Learning and Teaching	40%	29/04/2022 05:00 PM	1, 2, 3

Assessment 1: Illustrations of theory in practice

Due date: This assessment is due in three short parts (see dates below)

Report on three school site-based observations of learning and teaching in relation to topics discussed in the course. Indicative length: 1000 words for each illustration.

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

Additional details

Further information about assessment is provided on moodle.

Due dates:

Part 1: Thursday 3 March, 2022

Part 2: Thursday 24 March, 2022

Part 3: Monday 11 April, 2022

Assessment 2: Educational Psychology in Learning and Teaching

Due date: 29/04/2022 05:00 PM

Write an essay on the role of educational psychology in learning and teaching. Indicative length: 2000 words.

Additional details

Further information about assessment is provided on moodle.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 7 February - 13 January	Online Activity	<p>Course moodle is open. Please thoroughly familiarise yourself with the moodle page and the course schedule. A full introduction to the course will be provided in Week 1.</p> <p>Information about the topics and the course schedule is provided on moodle.</p> <p>There are weekly lectures and tutorials with the exception of Week 10 lecture (Monday 18 April is a public holiday).</p>

Resources

Prescribed Resources

Textbook

Duchesne, S., & McMaugh, A., & Mackenzie, E. (2022). *Educational Psychology for Learning and Teaching* (7th ed.) Pearson.

- Note: [See here](#) if you are unsure which title to look for. The 6th or even 5th edition are also acceptable.

The Moodle page for the course contains access to additional required readings.

Course Evaluation and Development

In this course, I always like to conduct a brief mid-term evaluation to understand how students are tracking. Often, aspects of my teaching or the course structure can be modified to respond to student learning needs. As with all courses, students complete a formal evaluation at the end of the course which informs the development of the course in the following year.

This year, aspects of Assessment 1 have been modified to reduce the student workload while allowing better opportunities to consolidate learning. Students have also enjoyed the opportunity to have access to videos about the course assessments, so these have been expanded for this year's course.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, 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

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

Image Credit

Students at Matraville High School. The [Matraville Education Partnership](#) is a joint initiative by UNSW School of Education and Matraville Sports High School.

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