

EDST5320

Individual Differences and Education

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

School of Education
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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

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.

Course Learning Outcomes

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.

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
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1
1.3.1	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
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
1.6.1	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	1

3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking.	2
3.4.2	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	2
3.7.2	Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
6.1	Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	2

Teaching Strategies

Teaching strategies: This course will include explicit instruction and a range of interactive activities, small group discussions, and assessments designed to help you clarify, apply, and explore key themes experienced in your current or prospective teaching practice.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Individual differences	40%	21/03/2022 05:00 PM	1, 4, 5
2. Critical literature review	60%	19/04/2022 05:00 PM	1, 2, 3

Assessment 1: Individual differences

Due date: 21/03/2022 05:00 PM

Task 1: Self-reflection on an aspect of individual differences using real life examples

Length: 2000 words

Students will receive written feedback within 10 days of submission.

Additional details

You will reflect on your experiences of individual differences and interpret these by making links with course assigned readings. This assessment will help you identify your prior understanding and experiences with individual differences in educational (or related) contexts.

Prepare

Access the required journal articles and chapters listed for this assessment (see course Moodle page for the Assessment 1 reading list). These readings will provide a broad overview of the topics covered in the course.

Select one of the readings based on a topic that is of initial interest to you and read closely.

Part 1: Description

Think about an experience you have had in teaching (or related contexts) that highlighted individual differences in the area (e.g., intelligence, personality, etc) of the **one reading** you selected. Describe this personal experience in 100-200 words. This can be a one-off experience, a recurrent experience, or an ongoing experience.

Engage with your peers:

- Share your experience (see Moodle for instructions)
- Read and comment briefly on an experience posted by one of your peers
- *Optional:* Read and comment briefly on other experiences posted by your peers!

Part 2: Links with Literature

Read an additional 3 articles or chapters related to your selected area (some or all can be from the Assessment 1 list of readings). Then consider the following and make authentic links to the knowledge and understanding of the concepts you have gained from your readings.

- How do the four readings (the first one you selected, plus 3) inform your understanding of your experience (that you described in Part 1)?
- To what extent did that your perceptions of the experience change after the readings?

Engage with your peers:

- Post a brief summary of something new you learned from the additional readings (see Moodle for instructions)
- Read and comment briefly on a summary posted by one of your peers
- *Optional:* Read and comment briefly on other summaries posted by your peers!

Part 3: Moving Forwards

Consider the following questions and write **at least two answers for each**:

- What remaining questions do you have about the experience that you described (in Part 1), the readings, or the topic in general?
- What do you want to learn more about in this course and/or through assessment 2?

When finalising your reflection for submission, please consider the following:

- The word limit is deliberately constrained and so it is very important that you attend directly to the questions/prompts in each of the parts identified above.
- There is no need to provide full summaries (e.g., annotated bibliographies) of the readings you cite in this assessment task.
- Your personal reflections are the key content that will be assessed and the extent to which you concisely and genuinely show depth of understanding, sophisticated reflection, and identify any changes in your understanding.
- First-person language is appropriate and strongly recommended (as this is based upon your experiences).
- Include all three parts and use headings (i.e., Part 1, 2, 3) for the different sections.
- This reflection should be double-spaced, size 12 font, and written in APA style (see Moodle for assistance with APA formatting)
- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>

Assessment 2: Critical literature review

Due date: 19/04/2022 05:00 PM

Task 2: Construct a critical literature review on the topic selected in assessment one.

Length: 4000 words

Students will receive written feedback within 10 days of submission.

Additional details

This assessment will provide you with an opportunity to put theory and research into practice by considering the relevance of the literature you review to your own professional practice.

- You will choose one of the broad areas of individual differences that you want to learn more about (e.g., intelligence, personality, self-beliefs, interests and values). It could be the same topic you reflected on for Assessment 1 or a new topic.
- Topic suggestions, tips for writing a critical literature review, and a template will be made available to you through our course Moodle page.

RUBRIC/FEEDBACK SHEET

EDST5320 INDIVIDUAL DIFFERENCES AND EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 1: Individual differences

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Reflection on a prior experience related to one of the five topic areas (Part 1) • Clear links to your prior experience throughout the assessment task (Part 2, 3) 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Sophisticated and in-depth reflection on your prior experience (Part 1, 2) • Identification of changes in knowledge of your prior experience due to the readings related to one of the five topic areas (Part 1) • Personalised responses to the two prompts about individual differences (Part 3) 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Clear and authentic links to 4 (or more) of the peer reviewed articles or chapters to inform understanding of prior experiences (including at least 1 of the readings assigned for this task) • Authentic use of literature to describe consistent (or opposing) views on your topic • Accurate understanding of the literature 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure 					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> Clarity and coherence of organisation, including use of provided or appropriate headings for the three different parts of the assessment 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clarity, consistency, and appropriateness of writing including punctuation, spelling, grammar, and sentence/paragraph structure Correct referencing according to APA for in-text and final reference list Word count is within +/- 5% of the 2000-word limit (not including reference list) 					
<p>General comments/recommendations for next time:</p>					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET

EDST5320 INDIVIDUAL DIFFERENCES AND EDUCATION

UNSW SCHOOL OF EDUCATION

Assessment Task 2: Critical literature review

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrated a clear understanding of the chosen topic • Presented an effective argument for why the chosen topic is important and relevant for teaching and learning in general as well as how the topic relates to personally or professionally 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Sophisticated and in-depth analysis and/or critique of the literature • Identification of changes in knowledge of the topic as a result of the readings • Formation of at least two recommendations (practical implications for teachers and/or future research) • Clearly linked to what was learned through Assessment 1 (even if Assessment 1 was on a different topic) • Demonstrated an accurate understanding of the literature in relation to theoretical or professional knowledge by integrating supportive and relevant citations 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Authentic use of literature to describe consistent (or opposing views) on your topic • Clear and authentic links to: <ul style="list-style-type: none"> ◦ 1-2 assigned readings (can be from the first assessment) ◦ at least 4 peer-reviewed journal articles (that were not cited in your first assessment) published in the last 15 					

Specific Criteria	(-)—————>(+)				
years ◦ additional seminal (historical) works can be cited					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of the template provided 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of writing including punctuation, spelling, grammar, and sentence/paragraph structure • Correct referencing according to APA for in-text and final reference list • Word count is within +/- 5% of the 3000-word limit (not including reference list) 					
General comments/recommendations for next time:					

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 contextualise 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.

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		
Week 1: 14 February - 18 February	Module	Module 1 Defining and measuring individual differences <ul style="list-style-type: none">• How should we best describe the way individuals vary?• What should we use when measuring or assessing a variety of differences?
Week 2: 21 February - 25 February	Module	Module 1 Defining and measuring individual differences <ul style="list-style-type: none">• How should we best describe the way individuals vary?• What should we use when measuring or assessing a variety of differences?
Week 3: 28 February - 4 March	Module	Module 2 Understanding intelligence and affect <ul style="list-style-type: none">• How do theories of intelligence influence our practice?• Why is emotional intelligence important in education?
Week 4: 7 March - 11 March	Module	Module 2 Understanding intelligence and affect

		<ul style="list-style-type: none"> • How do theories of intelligence influence our practice? • Why is emotional intelligence important in education?
Week 5: 14 March - 18 March	Module	<p>Module 3</p> <p>Considering perspectives on personality and self</p> <ul style="list-style-type: none"> • What can we learn from theoretical and biological explanations of personality? • How do self-beliefs influence learning and teaching?
Week 6: 21 March - 25 March	Module	<p>Module 3</p> <p>Considering perspectives on personality and self</p> <ul style="list-style-type: none"> • What can we learn from theoretical and biological explanations of personality? • How do self-beliefs influence learning and teaching?
	Assessment	Assessment 1 due: Monday 21st of March
Week 7: 28 March - 1 April	Module	<p>Module 4</p> <p>Recognising capabilities, interests, preferences, and styles</p> <ul style="list-style-type: none"> • What are key non-academic capabilities and interests? • Learning preferences and styles...can we separate fact from fiction?
Week 8: 4 April - 8 April	Module	<p>Module 4</p> <p>Recognising capabilities, interests, preferences, and styles</p> <ul style="list-style-type: none"> • What are key non-academic capabilities and interests? • Learning preferences and styles...can we separate fact from fiction?
Week 9: 11 April - 15 April	Module	<p>Module 5</p> <p>Acknowledging social and cultural contexts</p> <ul style="list-style-type: none"> • How can we plan for individual differences in our practice? • How can we best support diversity and inclusivity?

Week 10: 18 April - 22 April	Module	Module 5 Acknowledging social and cultural contexts <ul style="list-style-type: none"> • How can we plan for individual differences in our practice? • How can we best support diversity and inclusivity?
	Assessment	Assessment 2 due: Tuesday 19th of April

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>

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