



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5112

Learning: Psychological and Social
Perspectives

Semester 1

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i>	3
<i>National Priority Area Elaborations</i>	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE	5
7. ASSESSMENT	7
8. RESOURCES.....	10

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 Bidjigal 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
EDST5112: Learning: Psychological and Social Perspectives (6 UOC)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Paul Evans
Office Location: John Goodsell 118
Email: paul.evans@unsw.edu.au
Phone: 9385 6950 (email preferred)
Availability: TBA

Tutors and other teaching staff

Tutor: Tamica Martin
Email: tamica.martin@student.unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Learning: Psychological and Social Perspectives
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Thu 09-11 (w1-4,5-10, ElecEngG25)
Other	Fri 09-14 (w1-3, 8-10) Wed 09-14 (w1-3, 8-10)
Tutorial	Fri 13 (w1-4,5-10, JGoodsLG19) Fri 14 (w1-4,5-10, JGoodsLG19) Fri 15 (w1-4,5-10, JGoodsLG19) Thu 12 (w1-4,5-10, Mat 307) Thu 13 (w1-4,5-10, Mat 307)

Summary of Course

This course explores psychological perspectives on adolescent development and learning. Foundations of educational psychology from both cognitive and socio-cultural perspectives will be examined and their implications for adolescent learning in secondary schools are considered. By examining cognitive, motivation, identity, language, gender, culture, and ability issues, students will develop theoretical and practical understandings of different aspects of learning. Theoretical understandings will be linked to aspects of effective pedagogical practice in the secondary school classroom.

Aims of the Course

This course aims to:

- Develop pre-service teachers' understanding of their students and how they learn through awareness of key psychological and social processes shaping adolescent learning in secondary school.
- Enable pre-service teachers to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective secondary school pedagogy.

The main ways in which the course has changed since last time as a result of student feedback

The course used to include a lesson planning assignment but it occupied too much time for little benefit for students. This has been scrapped, and more emphasis on the case study assignment. The case studies themselves are now based on actual school experiences based on observations at UNSW partner high schools, rather than hypothetical situations. Guest lecturers will now give some lectures based on the various specialties in the School of Education relevant to the course.

Student Learning Outcomes

Outcome		Assessment/s
1	Understanding of adolescence as a life stage with particular learning needs	1 2 3
2	Appreciation of the significance of motivation, cognition, emotion, social and cultural factors in adolescent learning.	1 2 3
3	Knowledge and understanding of students' skills, interests and prior achievements and their impact on learning.	1 2 3
4	Understanding of the impact of youth culture, ethnicity, cultural identity and gender issues on adolescent learning.	2 3
5	Ability to apply theoretical knowledge to teaching that meets the needs of adolescent learners.	1 2 3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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, 2, 3
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	2
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	1, 2, 3
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	2, 3
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	1, 3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2, 3

Priority Area		Assessments
Aboriginal and Torres Strait Islander Education		
Classroom management	1, 2, 4, 5, 7	1, 2, 3
Information and communication technologies		
Literacy and numeracy	1, 2, 4,	2
Students with special educational needs		
Teaching students from non-English speaking backgrounds	3, 4	2

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 used in the course encompass:

- Explicit instruction including lectures using a variety of teaching strategies to foster interest and support learning
- Structured opportunities allowing students to reflect critically on research literature and issues discussed
- Opportunities for small group dialogue and discussion supporting understanding and communication
- Opportunities to clarify, apply and explore key concepts in practice settings.

6. COURSE CONTENT AND STRUCTURE

Required readings (*) and additional readings are shown for each week. Complete required readings before the lecture shown. See 'Resources' for full details of references in the reading list. Hattie (2009) topics refer to specific topics within that text.

Week	Lecture Topic	Reading (National Priority Areas)
1	<p>INTRODUCTION TO THE COURSE</p> <p>What is educational psychology and why do we need to learn about it?</p> <p>The range of psychological and social perspectives in education</p> <p>What is teaching? What is learning?</p> <p>Teaching approach used in the course; Content of lectures and tutorials</p> <p>Note-taking in this course</p> <p>Contacting the lecturer and tutors</p> <p>Role of the textbook</p> <p>University resources to assist with studying in this course</p> <p>The role of the teacher in learning</p> <p>How teachers make a difference</p> <p>DEVELOPMENT</p> <p>How children and adolescents' learning changes as they develop</p> <p>Cognitive development</p> <p>Piaget stages of cognitive development</p>	<p>*Textbook chapter 1 – Teachers, teaching, and educational psychology; Chapter 3 to p. 93 only – Physical and Cognitive Development</p> <p>Hattie 2012: Chapter 1 Hattie 2008: Teacher influences</p> <p>(CM 2; SEN 1)</p>
2	<p>Development of personal and social identity in adolescence</p> <p>Educational effects of taking into account children's stages of development</p>	<p>*Hattie 2012 – see beginning of chapter 4 on Piagetian alignment for teachers</p>
3	<p>HOW PEOPLE LEARN</p> <p>Historical perspectives: Behaviourism compared with cognitive approaches to learning</p> <p>Memory: The modal model</p> <p>Relationships between sensory, long-term, and working memory</p> <p>Sensory memory: Perception and Attention</p>	<p>*Textbook: Chapter 7 (pp. 260-273)</p> <p>Hattie 2009: Advance Organisers</p>
4	<p>Long-term memory: Capacity and duration</p> <p>Types of long-term memories</p> <p>Working memory</p> <p>The structure of working memory</p> <p>Memory techniques (e.g., textbook p. 259)</p>	
-	<p><i>Mid-semester break, no classes</i></p>	

5	<p>GUEST LECTURE – PROF SLAVA KALYUGA Cognitive load theory: An approach to instruction</p> <ul style="list-style-type: none"> • Optimising human cognitive architecture • Types of cognitive load • Cognitive load effects • Implications for science, mathematics, humanities 	<p>*Kirschner, Sweller, and Clarke (2006) * Aliferi, Brooks, & Aldrich (2011)</p> <p>Hattie 2009: Direct Instruction; Worked Examples; Inquiry-based learning; Problem-based learning.</p> <p>(ICT 1, 3)</p>
6	<p>MOTIVATION AND ENGAGEMENT Motivation as a psychological construct The range of approaches to motivation including behaviourist, social-cognitive, and humanist approaches</p>	<p>*Textbook: Chapter 10</p> <p>Hattie (2009): motivation (CM 1, 2, 5)</p>
7	<p>Self-determination theory Needs Self-regulation Needs support and self-determination in the classroom</p>	<p>*Reeve (2009)</p> <p>Hattie (2009): Competitive vs individualistic instruction</p>
8	<p>GUEST LECTURE: PROF ANDREW MARTIN</p>	
9	<p>GUEST LECTURE: PROF CHRIS DAVISON The role of language in learning (Guest lecturer: Chris Davison)</p>	<p>Review resources posted under this topic in Moodle</p> <p>(LN 1, 2, 3, 4, 5; NESB 1, 3, 4, 5)</p>
10	<p>Bringing it all together: TARGET; Martin wheel</p> <p>FINAL THOUGHTS Urban legends in education Evidence-based instruction Teacher motivation Teacher identity Why we teach What are the most important things to know about educational psychology</p>	<p>Textbook: Chapter 12 – Teaching for Learning</p>

7. ASSESSMENT

Task	Length	Weight	Learning Outcomes	Graduate Attributes	National Priority Elaborations	Due Date
1. Essay	2000 words	40%	1 2 3 5	1.1 1.2 1.3 1.5 4.1	CM 1, 2, 5	Week 9, Friday 6 May 5:00 PM
2. Learning Case study	3000 words	60%	1 2 3 4 5	1.1 1.2 1.3 1.4 1.5 2.5 4.1	CM 1, 7; LN 2; NESB 3, 4	5:00 PM Week 3, Wednesday 16 March Week 6, Wednesday 13 March, Week 10, Wednesday 11 March

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. Student 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Task 1: Essay

The role of motivation in how people learn at school

Explain the concept of motivation and its role in learning and teaching. Select one major motivation perspective covered in lectures (e.g., self-determination theory; self-regulated learning theory; goal orientations) or one of your choice (you must have your tutor's approval) and describe its basis in theory and research. Outline several implications or specific strategies for teaching suggested by the perspective with examples in a domain or subject of your choice.

The length of the essay is 2000 words. Text from tables, figures, and the reference list is not included in the word count. Submit the completed essay via Turnitin on Moodle. Do not submit a printed, hard copy of the essay. Keep a record of the receipt provided by Turnitin or a screenshot showing you have successfully submitted the essay. Also, retain a copy of the essay in case anything goes wrong.

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.)

The report should consist of two equal parts:

1. The identification of possible factors and processes that are likely to have contributed to creating the case study 'problem.'
2. An outline of a course of action to address this problem, whether it is to re-engage the student, modify the teacher's approach to the situation,

Your Learning Case Study Report needs to draw on the perspectives, practices, concepts and research from the lectures and tutorials, as well as any relevant additional sources.

Each case study should be around 1000 words (text from tables, figures, and the reference list is not included in the word count) Submit the completed case study via Turnitin on moodle.

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

Student Name:
Assessment Task: ESSAY

Student No.:

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

Lecturer

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.**

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

Student Name:
 Assessment Task: LEARNING CASE STUDIES

Student No.:

SPECIFIC CRITERIA	(-)	→	→	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the key issues relating to student learning in secondary schools, and how different approaches to learning can respond to these issues • 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 • identification of the relevant theoretical frameworks and understandings of the phenomena described in the case study 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of the theoretical and practical implications of the case study • understanding of the limitations of the solution to the problem • synthesis of the ideas and relation to other aspects of educational psychology 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference specifically made to material, research and ideas presented in class and associated resources • range of research and professional literature to support report diagnoses and intervention (distinct from that listed in the course outline) 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

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.**

8. RESOURCES

Required Text

The textbook is a required resource for this course.

Woolfolk, A., & Margetts, K. (2015). *Educational Psychology* (4th Ed.). Frenchs Forest, NSW, Australia: Pearson.

Note: The 'value pack' comes with access to online resources that can provide feedback on your learning. It is recommended as it is only a small additional cost.

Recommended Text

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Oxon, UK: Routledge.
Available through the UNSW library as an e-book

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 educational perspective* (6th Ed.) Harlow, England: Pearson.