



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5306  
Human Development & Education

Semester 1

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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 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  
EDST 5306 Human Development & Education (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Marianne Mansour  
Office Location: John Goodsell 131  
Email: [Marianne.mansour@unsw.edu.au](mailto:Marianne.mansour@unsw.edu.au)  
Phone: 9385 1914  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Human Development & Education	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Thursday 17:00-19:00, Morven Brown G3	Weeks 1-7, 8-12

### *Summary of Course*

The present course provides a forum for the study of human development. The course considers areas such as the cognitive, emotional, and social developmental patterns of young people and their academic and non-academic implications. Theoretical understandings will be linked to empirical evidence and aspects of effective pedagogical practice in classroom and school contexts.

### *Important Information*

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Identify key concepts within human development and how they apply to education settings	2
2	Communicate specialist knowledge within human development and show how it relates to educational settings	1, 3
3	Generate teaching strategies based on theories, constructs, and concepts in human development	3

*Program Learning Outcomes*

Capability		Assessment/s
1	<b>Advanced disciplinary knowledge and practices</b> Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesise and apply disciplinary principles and practices to new or complex environments.	1-3
2	<b>Enquiry-based learning</b> Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	1-3
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	1, 3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 3
5	<b>Ethics</b> Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 3

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

An awareness of developmental issues and challenges relevant to young people would seem crucial to the decision-making of those working with these people. This course enables students to become aware of developmental theories and associated evidence and stimulates them to reflect on how developmental constructs and processes influence important outcomes. This will help students become effective practitioners within schools as well as within the context of the family and community. The course reflects a view that an understanding of developmental processes offers guidelines for effective educational practice.

#### 5. TEACHING STRATEGIES

In seminars, students will be presented with information about major theories of development, research, and implications to guide and inform their pedagogy. Discussions and practical learning activities will play a key role in developing students' thinking about how developmental topics might be applied in educational contexts as well as drive optimal student outcomes.

## 6. COURSE CONTENT AND STRUCTURE

This is an *indicative* course schedule and the content *may* change and/or be adapted to the students' learning needs and interests

<b>Week</b>	<b>Seminar Topics</b>
Week 1 - March 2	Introduction to course and introduction to Development
Week 2 - March 9	Research orientation in Development
Week 3 - March 16	Cognitive Development
Week 4 - March 23	Development of the Self - Part 1
Week 5 - April 30	Development of the Self - Part 2
Week 6 - April 6	Group Presentations
Week 7 - April 13	Group Presentations
<b>Mid-semester break</b>	
Week 8 - April 27	Social Development - Part 1
Week 9 - May 4	Social Development - Part 2
Week 10 - May 11	Social Development - Part 3
Week 11 - May 18	Course Revision and Wrap-up
Week 12 - May 25	In-class written test

## 7. RESOURCES

### Readings

Readings will be distributed on Moodle and emailed to students.

**\*\*\*All students are expected to access the course's Moodle site and their emails on a regular basis for course materials, information and announcements\*\*\***

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Group Presentation	10-12 minutes	30%	2	1, 2, 3, 4, 5	April 6; April 13
Assessment 2: In-class written task	1500 words	30%	1	1, 2	May 25
Assessment 3: Unit of Work	2000 words	40%	2, 3	1, 2, 3, 4, 5	June 1

Students are required to follow their lecturer's instructions when submitting their work for assessment. Assessments 1 and 2 will be completed in class whereas Assessment 3 will be submitted online via Moodle by 5pm. Students 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.

**Important Note: Students are required to submit all Assessments to pass the course.**

### Assessment 1: Group Presentation - 10-12 minutes (30%)

You are required to present a seminar topic related to development in the context of education. The aim of this seminar presentation is to foster deep and independent engagement with a specific topic. The seminar presentation should demonstrate that you have engaged deeply with, and read widely on, your chosen topic. The presentation should be centered on one research question related to development in the context of education. Specific attention should be given to educational implications of theories and empirical research related to the specific topic for educational processes. Ideas for topics will be discussed on the first day of class.

Presenters are required to provide a one-page (double-sided; 10-point Times New Roman font) handout. This is to foster the up-take of the information for the audience. The handout may contain images, including graphs or pictures, which facilitate understanding of the substantive content of the presentation. The content in the handout should be appropriately referenced, and a list of references cited should be included in the handout. Also, presenters are encouraged to use ICTs to foster engagement and to actively interact with their audience, not just talk at them.

Further instructions for this assessment are as follows:

- All group presentation members are expected to equally teach/contribute during the short lesson
- Your group presentation should be 10-12 minutes (a penalty of ½ mark of the total possible marks for each minute or part minute the short lesson is over or under time applies)
- You are expected to use at least 5 references from a range of resources including peer-reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards
- On the day of group presentation, **ONE** member of your group is required to submit a copy of **ALL** the material you have used (e.g., powerpoint, handouts etc) to Turnitin by **5 pm**. A cover sheet is **NOT** required for electronic submissions of assessment tasks
- A penalty of 5% of the total possible marks for each day or part day that the assessment is late applies

**Assessment 2: In-class Written Task (30%) - 90 minutes; 1500 words**

On the final day of class you will complete an in-class written task. The task will assess your knowledge and understanding of key theories and their practical application, as covered in the course. Further information and guidance about this task will be provided to you during seminars.

**Assessment 3: Unit of Work (40%) - 2000 words (NOT including references)**

The final assessment is an opportunity for you to consolidate all the knowledge you have gained in the course and to showcase it in a Unit of Work that centres on development. The Unit of Work is to integrate two developmental topics covered in the course. The Unit of Work should include the following components:

- A brief overview and introduction
- Two detailed lesson plans
- Resources you would use in your lessons to enhance them and align them to your developmental topics (these are not included in the word count)
- An explanation of how your lessons and resources explicitly link to the two developmental topics you have chosen
- You are expected to use at least 7 references from a range of resources including peer-reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards
- A penalty of 5% of the total possible marks for each day or part day that the assessment is late applies

**FURTHER GUIDANCE AND SUPPORT FOR ALL ASSESSMENTS WILL BE PROVIDED IN CLASS**

*Feedback*

<b>Assessment Task</b>	<b>Feedback Date</b>
Assessment 1: Group Presentation	April 27
Assessment 2: In-class written test	June 15
Assessment 3:Unit of Work	June 22

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5306: Human Development & Education

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_

Assessment Task: **Assessment 1 - Group Presentation**

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Elaboration of a clear research question centered on the developmental issue/topic</li> <li>• Demonstration of a clear understanding of the developmental issue/topic</li> <li>• Demonstration of knowledge of the key theories/constructs/concepts and research related to the developmental issue/topic</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Synthesis of information from sources and perspectives towards providing an integrative understanding of the developmental issue/topic</li> <li>• Evaluation of the research literature, including, where appropriate, strength and weakness and gaps</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>• Use of research literature to underpin arguments/positions</li> <li>• Appropriateness of the citations</li> <li>• Includes resources from the year 2000 onwards (and older resources where relevant)</li> </ul>					
<b>Structure and organisation of presentation</b> <ul style="list-style-type: none"> <li>• Logical and coherent presentation of arguments and ideas</li> <li>• Appropriately paced, such that the presentation meets the time allocation</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Equal input from all group members</li> <li>• Appropriate use of spoken academic language with clarity and coherence</li> <li>• Appropriate use of APA (6<sup>th</sup>) referencing and citation conventions for both visual aids and handout</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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

**Date Weighting:**      30%

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  
EDST5306: Human Development & Education

Student Name:

Student No.:

Assessment Task: **Assessment 3 - Unit of Work**

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the chosen development topics</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Explicit integration of selected development topics into Unit of Work</li> <li>• Insightful explanation of links between lessons and chosen development topics</li> <li>• Appropriate use of resources to enhance lessons</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>• Use of relevant research literature to support arguments or positions</li> <li>• Inclusion of citations from relevant professional and research literature to support the arguments that are dated from 2000 onwards (and older where appropriate)</li> <li>• Appropriateness of the citations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Logical, clear, and coherent presentation of Unit of Work</li> <li>• Excellent flow of the overall structure and writing</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Use of scientific language with clarity and coherence</li> <li>• Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization)</li> <li>• Appropriate sentence structure</li> <li>• Appropriate use of headings and subheadings as per APA (6<sup>th</sup>) conventions</li> <li>• Appropriate use of APA (6<sup>th</sup>) referencing and citation conventions</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.**