



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5320
Individual Differences & 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 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
EDST 5320 Human Development & Education (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Lorenzo Vigentini
Office Location: LTU
Email: l.vigentini@unsw.edu.au
Phone: 9385 6226
Availability: By appointment via email

3. COURSE DETAILS

Course Name	Human Development & Education	
Credit Points	6 units of credit (uoc)	
Workload	Involves 24 hours of class contact time.	
Schedule		(roughly every fortnight plus weekly online activities)
Lecture	Thu 19-21 JGoodsLG21	

Summary of Course

The course provides a detailed treatment of the theory about individual differences and a critical consideration of their relevance for learning and teaching.

The content is organised around two broad dimensions: the stability/malleability of individual characteristics and the focus on the individual/social.

Topics for students to explore include: physical differences, ability/intelligence, personality and concepts of the self (self-beliefs, self-concept, and self-efficacy). These will extend to attitudes, preferences, approaches, motivation, interest and creativity when applied to the processes of learning and teaching.

Finally a discussion of how individual differences mediate academic achievement and performance will be considered.

Aims of the Course

This course covers a range of topics under the umbrella term of 'individual differences'.

- Students will explore and examine current perspectives on individual differences from various perspectives (psychological, philosophical and social);
- students will gain awareness of the complex relations between individual characteristics;
- students will be exposed to different methods to quantify and measure individual differences;
- students will learn to appreciate the complex relations between individual difference and academic performance/achievement.

Important Information

Attendance: Students are expected to give priority to university work commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes, or to complete required online activities in a course, may result in failure.

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

5320 is fundamentally a new course as content was adapted to map and differentiate from the other two courses in the program (5306 and 5321). It will be delivered in blended mode instead of face to face to enhance flexibility for students and the assessment has been changed to reflect the new structure and content

Student Learning Outcomes

Outcome	Assessment/s
1 Interpret and explain the nature and functions of measurement, testing, assessment and reporting in relation to individual differences.	1, 2
2 Discuss and evaluate theories and methods used to study intelligence, personality and other differential markers.	1, 2
3 Identify merits and weaknesses of individual differences in learning and teaching for both learners and teachers.	1, 2
4 Articulate a strategy to include the consideration of individual differences in learning and teaching.	2
5 Reflect on, critically evaluate and apply your appraisal of the value of predictive model of education achievement to your practice.	2

Program Learning Outcomes

Capability	Assessment/s
Advanced disciplinary knowledge and practices	
1 Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
Enquiry-based learning	
2 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.	2
Cognitive skills and critical thinking	
3 Demonstrate advanced critical thinking and problem solving skills.	1, 2
Communication, adaptive and interactional skills	
4 Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership.	1, 2
Ethics	
5 Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education.	2

NOTE: This course complements well EDST5306 (Human development) as well as EDST5321 (Motivation in education).

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Human variation is inevitable; hence, ways of approaching and studying individual differences require careful consideration, especially of the perspectives or lenses used to interpret and contextualise such differences.

This course enables students to become more aware of their conceptualisation of individual differences and prompts them to reflect on how such differences are quantified and measured. We want you to critically evaluate the relevance of individual characteristics in the domain of learning, teaching and the workplace.

This approach will enable you to help students reconsider how they approach their own practice within educational settings and to develop appropriate strategies to embrace diversity and inclusivity in their own learning and teaching.

The course reflects a view that although it is impossible to cater for the full range of human differences in the classroom, a heightened awareness of such differences will provide a more effective toolbox of strategies to support learning and teaching and enhance the student experience.

5. TEACHING STRATEGIES

The course will adopt a blended approach. There will be seven face-to-face sessions throughout the semester to scaffold key topics; however, weekly activities will be required to be completed online but are designed to cater for your own interests and your pace thereby enabling different ways of learning.

Multiple teaching strategies and assessment will be used to promote self-regulation and self-reflection, together with a collaborative ethos to help you contextualise the theory into practice.

Students will be asked to read a considerable number of primary references, but will be also given the time/space in between classes to assimilate the material in order to make it relevant to you and your practice. By doing so, students will be able to make the content presented suit their preferences.

The various tasks are designed to guide students' activity throughout the material whilst providing opportunities to share and collaborate with the others in the class.

6. COURSE CONTENT AND STRUCTURE

Classes will be two hours long **every fortnight**. **Activities/tasks are required** throughout the course and **contribute toward the completion of the two Assessment tasks**. An estimated amount of time is indicated for the *online* and *in-class* work in alternate weeks. All the learning activities you will have to complete are also mapped over the weeks of the course.

Week starting	Lecture date	Online time	Lecture Topics		Learning Activities/Tasks	weight	
Wk1 29 Feb	3 Mar	6 hrs	Topic 1: Introduction. Individual differences: measurement and classification problems.		TASK 1 - complete two instruments from the selection; TASK 2- Post a reflection about the test you have carried out explaining the rationale of your choice and a summary of what you discovered about yourself (300-500 words).		
Wk2 7 Mar		15 hrs			TASK 3 - Prepare for the debate IN CLASS 1) debunking the Flynn effect; 2) the instability of personal traits (10 minutes argumentation).		
Wk3 14 Mar	17 Mar		Topic 2: Dimension I - from stable to malleable characteristics.				
Wk4 21 Mar		5 hrs			TASK 4 – Post in the forum your perspective on one of two questions about methodology (about 500 words).		
25th to 3rd			Mid semester Break				
Wk5 4 Apr	7 Apr		Topic 3: Dimension II - from individual to social.				
Wk6 11 Apr	14 Apr		Topic 4: Intelligence, personality and academic achievement.		TASK 5 – Post in the forums reflecting on creativity and talent in a socio-cultural context (300-500 words).		
Wk7 18 Apr			READING WEEK	ASSESSMENT 1 due	ASSESSMENT 1: Choose between the essay questions proposed (max 1500 words)	30%	
Wk8 25 Apr		20 hrs	Work in groups.		TASK 6 - In groups: take the dataset provided and determine whether the individual characteristics are a good predictor of performance (analysis + 1000 words as group).		
Wk9 2 May	5 May	5 hrs	Topic 5: capabilities, preferences and styles in education.				
Wk9 9 May		5 hrs			TASK 7 - Post a reflection in the forum about the relevance of styles in education: the matching hypothesis (300-500 words).		
Wk10 16 May	19 May	20 hrs	Topic 6: the practical interaction of individual differences in the learning and teaching space.	ASSESSMENT 2 - Part 1 due	ASSESSMENT 2 part 1: select one area of individual differences examined in the course & relate to your practice: what do you do and why? Propose a plan to improve the way you deal with it in your teaching (max 1000 words).	25%	
Wk11 23 May				Peer evaluation			
Wk12 30 May	2 Jun	10 hrs	Topic 7: the Affective dimension	PART 2 - Peer evaluation due		15%	
Wk13 6 Jun		20 hrs		ASSESSMENT 2 - Part 3 due	ASSESSMENT 2 part 3: Putting everything together - compile the various tasks of the course in a single document and produce a 1000 words commentary on how what you have learnt impacts your practice and how you will plan to address areas in which you feel you can improve (max 2000 words).	30%	

7. RESOURCES

Recommended textbook/reference

Either

Chamorro-Premuzic, T. (2014). *Personality and individual differences*. (3rd ed.). Wiley.

Cooper, C. (2015). *Individual differences and personality*. Routledge.

Required Readings

Detailed readings lists will be made available in Moodle

Further Readings

Deary, I. J. (2001). *Intelligence: A very short introduction*. Oxford Paperbacks.

Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality, and development*. Psychology Press.

Zeidner, M., Matthews, G., & Roberts, R. D. (2012). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. MIT press.

Zhang, L., Sternberg, R. J., & Rayner, S. (2011). *Handbook of intellectual styles: Preferences in cognition, learning, and thinking*. Springer Publishing Company.

8. ASSESSMENT

Students are required to follow their lecturer's instructions when submitting their work for assessment.

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/>

- Assessment Tasks **are always to be submitted at 5.00 p.m. on the Monday of the week it is due**
- You are expected to develop a concise style of writing and, therefore, required to **stay within 5% of the word count**

Task	Length	Weight	Learning Outcomes	Graduate Attributes	Due date
Assessment 1	max 1500 words	30%	1, 2, 3	1, 3, 4	Wk7, Monday 18 April 2016 5pm
Assessment 2 - Part 1	max 1000 words	25%	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Wk10, Monday 16 May 2016 5pm
2 x Peer evaluation of Assessment 2 Part 2	300-500 words each	15%	3, 4	1, 4	Wk12, Monday 30 May 2016 5pm
Assessment 2 - Part 3	max 2000 words	30%	1, 2, 3, 4, 5	1, 2, 3, 4, 5	Wk13, Monday 6 June 2016 5pm

Assignment 1 (weight 30% of final grade)

This will require you to demonstrate your knowledge and understanding of the material presented in the first few weeks by addressing an essay question of your choosing from the list of questions proposed (details in Moodle).

You will be expected to critically discuss a theory, model or issue emerging from the literature on individual differences.

Assignment 2 (70% of final grade including peer evaluation)

This will provide you an opportunity to put the theory into practice and consider the relevance of the material presented in the course in relation to your teaching practice.

The assessment is split into three parts.

PART 1: First, select one area of individual differences examined in the course and relate it to your practice (25% weight; max 1500 words). This could be one of the topics, a particular instrument, model or concept which you need to describe with enough details to consider the strength and weaknesses as well as addressing critical issues emerging from the literature. Then justify how and why the aspect you selected is relevant to you and your practice.

PART 2: Evaluate two peers (15% weight). The peer evaluation will give you the chance to leverage on the experience and expertise of your peers to reflect on the relevance of individual differences for learning and teaching. Their comments on Part 1 will provide a wealth of opportunities to critically review your submissions, but more importantly, your feedback to others will provide an opportunity to reconsider the first submission by learning from others' perspectives.

PART 3: This is an integrative task putting together Part 1 and Part 2. The key element of this last part is to critically consider and articulate a plan of what you will do in the future to integrate your new knowledge and understanding gained over the course, peer feedback/discussion and your own reflections to improve your teaching practice.

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

Return of Assessment Tasks

Feedback will be provided to student throughout the course with both peer and instructor evaluation.

Assessments are submitted and graded electronically using either Turnitin or the Moodle tools and all feedback released for you to access as detailed in the table below.

Assessment Tasks	Feedback Mechanism	Feedback Date
Assessment 1	Written/online feedback	3 weeks after submission; Wk9 - 9 May
Assessment 2 - Part 1	Peer Feedback (Assessment 2 Part 2)	2 weeks after submission; Wk12 - 30 May
Assessment 2 - Part 3	Written/online feedback	2 weeks after submission; Wk16 - 27 June

Learning Activities are relevant to the 2-weeks block they are required. Both Peer and Instructor feedback will be provided.

Learning Activities	Feedback Mechanism	Feedback Date
TASK 1 /TASK 2 - (tools to measure individual differences)	Peer Discussion in Forums & Instructor-led questions both online and in class	Within the 2 weeks block relevant to this topic
TASK 3 - the 'Flynn effect'	Instructor's feedback will be given right after student presentation in class	Within the 2 weeks block relevant to this topic
TASK 4 - debunking methods	Peer Discussion in Forums & Instructor-led questions both online and in class	Within the 2 weeks block relevant to this topic
TASK 5 – creativity and talent	Peer Discussion in Forums & Instructor-led questions both online and in class	Within the 2 weeks block relevant to this topic
TASK 6 - using individual differences as predictors of performance	Peer Discussion in Forums & Instructor-led questions both online and in class	Within the 2 weeks block relevant to this topic
TASK 7 - the relevance of styles in education	Peer Discussion in Forums & Instructor-led questions both online and in class	Within the 2 weeks block relevant to this topic

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FEEDBACK SHEET

EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Peer Evaluation** – reproduced rubric criteria from the peer assessment tool.

Please provide constructive comments focusing on the following key areas (approx. 300-500 words):

SPECIFIC CRITERIA	Comments
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the chosen aspect from the Individual difference course • Present an effective argument for why/how the chosen topic is relevant for teaching and learning 	
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Clearly demonstrates an understanding of the actions required to ensure that the particular aspect of the chosen topic can be examined in an optimum manner • Consider the different strengths and weaknesses of the topic chosen • Use of relevant research literature to support arguments or positions • Appropriateness of the citations 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Presenting the ideas clearly • Presenting the ideas in logical and coherent order • Excellent flow of the overall structure and writing 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Use of language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization) • Appropriate sentence structure • Appropriate paragraph structure • Appropriate use of headings and subheadings 	
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>	

Peer

Date

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FEEDBACK SHEET

EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 1**

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of why the chosen topic is particularly important in this research area • Present an effective argument for why/how the chosen topic should/can be researched 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Clearly demonstrates an understanding of the actions required to ensure that the particular aspect of the chosen topic can be examined in an optimum manner • How the topic that the student have chosen relates to his/her personal or professional life. 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Use of relevant research literature to support arguments or positions • Inclusion of citations from relevant professional and research literature or textbooks to support the arguments • Appropriateness of the citations 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Presenting the ideas clearly • Presenting the ideas in logical and coherent order • Excellent flow of the overall structure and writing 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Use of language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization) • Appropriate sentence structure • Appropriate paragraph structure • Appropriate use of headings and subheadings 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

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.**

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FEEDBACK SHEET

EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 2**

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the chosen aspect from the Individual difference course • Present an effective argument for why/how the chosen topic is relevant for teaching and learning 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Clearly demonstrates an understanding of the actions required to ensure that the particular aspect of the chosen topic can be examined in an optimum manner • How the topic that the student have chosen relates to his/her personal or professional life. • Demonstrate an adequate level of reflection by integrating the literature, peer feedback and critical reflection 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Use of relevant research literature to support arguments or positions • Inclusion of citations from relevant professional and research literature or textbooks to support the arguments • Appropriateness of the citations 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Presenting the ideas clearly • Presenting the ideas in logical and coherent order • Excellent flow of the overall structure and writing 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Use of language with clarity and coherence • Use of academic writing conventions (e.g., punctuation, spelling, grammar, use of full sentences, capitalization) • Appropriate sentence structure • Appropriate paragraph structure • Appropriate use of headings and subheadings 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> 					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting 70%

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.**