



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

Arts & Social  
Sciences

School of Education

EDST1101

Educational Psychology

Semester 1, 2017

## Contents

1. LOCATION .....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
Aims of the Course .....	3
Student Learning Outcomes .....	3
Program Learning Outcomes (AITSL Professional Graduate Teaching Standards) .....	3
National Priority Area Elaborations .....	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 .....	11

### **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 1101, Educational Psychology (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Prof Slava Kalyuga  
Office Location: John Goodsell Building Room 105  
Email: [s.kalyuga@unsw.edu.au](mailto:s.kalyuga@unsw.edu.au)  
Phone: 9385 1985  
Availability: Mon 14:00 – 16:00; Thu 11:00 -13:00

Other Teaching Staff – Tutors:

TBA

## 3. COURSE DETAILS

Course Name	EDST1101 Educational Psychology
Credit Points	(6 units of credit)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Lectures	Time	
	Thu 9-11 (CLB 8)	
Tutorial/s	Mon 11 (Mat 311)	
	Mon 11 (Mat 307)	
	Mon 12 (Mat 311)	
	[Mon 12 (Mat 307)] – tent.	
	Mon 13 (Mat 108)	

### Summary of Course

An introduction to the study of Educational Psychology, which examines some key aspects of learning and instruction. Topics include: memory processes, the role of knowledge; cognitive development; problem solving and thinking; metacognition and an introduction to instructional methods and learning theories.

*The main ways in which the course has changed since last time as a result of student feedback are:* key concepts of the course will be highlighted in lectures and tutorials with secondary information either deemphasised or reduced; redundant repetitive information eliminated; tutorials to include more discussion and summary of critical information (in addition to student presentations); discussion of essay writing requirements, including Q&A, included in the Tutorial 8 (Week 9) topics

### Aims of the Course

- Achieve students' understanding of the importance of active learning
- Provide students with sound understanding of the cognitive structures and processes that underpin human learning and problem solving
- Achieve students' understanding of how their knowledge of learning processes can be effectively applied to teaching and instructional methods.
- Students to gain understanding of how evidence is collected in support of learning theories.

### Student Learning Outcomes

Outcome	Assessment/s
1 Gain an understanding of the concepts, principles and perspectives of Educational Psychology	1a, 2, 3
2 Gain knowledge about the structure and workings of human memory	1a, 2, 3
3 Gain an understanding of how knowledge is constructed and its relation with memory	1a, 2, 3
4 Gain knowledge of the implications of the human memory system for teaching and instructional design.	1b, 2, 3
5 Gain an understanding of how expertise develops and differences between experts and novices	1b, 2, 3
6 Gain knowledge of cognitive development	1b, 2, 3
7 Gain knowledge of the higher order processes associated with creativity and critical thinking	1b, 2
8 Gain knowledge of the work of prominent educational psychologists	1b, 2,

### 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	1a, 1b 3
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1b, 2, 3
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	1a, 1b 3

2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1a, 1b,3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1a,3
3.3	Include a range of teaching strategies	1b, 3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2

#### *National Priority Area Elaborations*

Priority area		Assessment/s
B Classroom Management	1, 2	1b, 2, 3
C Information and Communication Technologies	3, 4, 5, 12	1b,2,3
D. Literacy and Numeracy	5, 7	1b,3
E Students with Special Educational Needs	1	1b, 3
F Teaching Students from Non-English Speaking Backgrounds	7	3

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

EDST1101 places a large emphasis on the role played by memory processes in effective learning and teaching. It emphasises the importance of active learning. The teaching in this course is based on an active learning philosophy.

#### **5. TEACHING STRATEGIES**

Student-centred activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry.

Teaching strategies used during the course will include:

- small group learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate

These activities will occur in a climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1	<p>1.1 Introduction and organization of the course. What is educational psychology? (2 March)</p> <p>1.2 Cognitive approach to educational psychology. Importance of the active learner (2 March)</p> <p>Readings: Chapter 1; see Moodle</p>	
2	<p>2.1 Modal model and sensory memory (9 March)</p> <p>2.2 Perception (9 March)</p> <p>Readings: Chapter 2</p>	<p>Tutorial 1 (6 March)</p> <p>Organisation of tutorial presentations</p> <p>Course requirements, expectations, assessments</p> <p>Introduction to educational psychology; cognitive approach</p>
3	<p>3.1 Attention (16 March)</p> <p>3.2 Working memory (16 March)</p> <p>Readings: Chapter 2; see Moodle</p>	<p>Tutorial 2 (13 March)</p> <ol style="list-style-type: none"> <li>1) Provide an overview of the modal model, visual and auditory registers</li> <li>2) Describe and discuss Sperling's (1960) experiment</li> <li>3) Discuss the role of knowledge &amp; context in perception</li> </ol>
4	<p>4.1 Working memory and instructional implications (23 March)</p> <p>4.2 Long-term memory (23 March)</p> <p>Readings: Chapters 2, 3; see Moodle</p>	<p>Tutorial 3 (20 March)</p> <ol style="list-style-type: none"> <li>1) Discuss and provide examples of resource limited and data limited tasks</li> <li>2) Discuss differences between automatic and controlled processes</li> <li>3) Describe working memory structure</li> </ol>
5	<p>5.1. Long-term memory: Schema Theory (30 March)</p> <p>5.2. <b>Multiple-choice test 1</b></p> <p>Long-term memory: Instructional implications (30 March)</p> <p>Readings: Chapter 3</p>	<p>Tutorial 4 (27 March)</p> <ol style="list-style-type: none"> <li>1) Discuss instructional implications of working memory characteristics</li> <li>2) Describe different forms of knowledge – declarative/ procedural/ conditional</li> <li>3) Discuss semantic memory and episodic memory</li> </ol>

6	6.1 Piaget's theory of cognitive development (6 April) 6.2 Piaget's theory: Instructional Implications and criticisms (6 April) Readings, see Moodle	Tutorial 5 (3 April) 1) Provide examples of schemas in your area of teaching/interest 2) Discuss implications of schema theory for learning and teaching 3) Describe role of long-term memory in learning and instruction
7	7.1 Encoding (13 April) 7.2 Encoding and levels of processing (13 April) Readings Chapter 4	Tutorial 6 (10 April) 1) Describe one of Piaget's stages of cognitive development and key characteristics of a person associated with this stage 2) Describe and explain the design of one of Piaget's experiments in cognitive development 3) Describe the main instructional implications of Piaget's work

### Mid-Semester Break

8	8.1 Retrieval (27 April) 8.2 Problem Solving (27 April) Readings Chapters 5, 8	Tutorial 7 (24 April) 1) Discuss different strategies for encoding simple information 2) Explain the role of activating prior knowledge in encoding 3) Discuss the process of encoding in relation to the concept of levels of processing
9	9.1 Knowledge acquisition and Expertise (4 May) 9.2 Creativity and critical thinking (4 May) Readings Chapter 8, see Moodle	Tutorial 8 (1 May) 1) Discuss the concept of encoding specificity 2) Describe the processes of recognition and recall 3) Describe different approaches to problem solving <b>Essay: requirements, Q&amp;A</b>
10	10.1 Meta-cognition (11 May) 10.2 Prominent educational psychology theories: Evolutionary educational psychology (11 May) Readings Chapter 4, 10, see Moodle	Tutorial 9 (8 May) 1) Discuss the research on expert-novice differences in problem solving 2) Discuss the role of deliberate practice in problem solving 3) Describe the means of encouraging creativity and critical thinking in the classroom
11	11.1 Prominent educational psychology theories: Cognitive load theory (18 May) 11.2 Prominent educational psychology theories: Cognitive theory of multimedia learning (18 May) Readings: Chapter 10, see Moodle	Tutorial 10 (15 May) 1) Discuss the concept of metacognition 2) Discuss the differences between biologically primary and secondary knowledge 3) Provide examples of biologically primary knowledge relevant to teaching

12	12.1 Prominent educational psychology theories: theories of motivation (25 May)  12.2 New trends in educational psychology. Summary of the course (25 May)  Readings Chapter 9, see Moodle	Tutorial 11 (22 May) 1) Describe key aspects and principles of cognitive load theory 2) Provide examples of instructional approaches to reducing learner cognitive load 3) Describe techniques for improving effectiveness of multimedia presentations
13		Tutorial 12 (29 May)  <b>Multiple Choice Test 2</b>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
M/C Test 1	20 Minutes	15%	SLOs 1-3	1.1, 1.5, 2.1, 2.6		Week 5 Lecture 5.2 (30 March)
M/C Test 2 + 1 short answer questions (5 items)	40 Minutes	25%	SLOs 4-8	1.1, 1.2, 1.5, 2.1, 3.3	B, C, D, E	Week 13 Tutorial 12 (29 May)
Tutorial Presentation	7 minutes	20%	SLOs 1-8	1.2, 4.5	B, C	In tutorials
Essay	1, 500 words	40%	SLOs 1-6	1.1, 1.2, 1.5, 2.1, 2.6, 3.3	B, C, D, E, F	Week 10 (12 May) 5pm, Submission on Moodle

### Task 1 M/C Tests

Test 1 will be based on the content of lectures 1.1- 4.2 (first 4 weeks)

Test 2 will be based on the content of lectures 5.1- 12.2 (next 8 weeks). In addition to a multiple-choice section, this test involves a short-answer question that requires very brief descriptions (2-3 sentences) of the main ideas/concepts underlying specific topics (5 items).

### Task 2 Tutorial Presentation

- 7-8 min presentation on a particular topic, which will be assigned in the first tutorial (see the course's outline on Moodle site for details of the topics). The presentations should be focused on implications for teaching. The use of ICT (PowerPoint etc.) is encouraged.
- Around 300-word summary of the presentation (an abstract) should be provided to the tutor prior to the talk (emailed or printed).

(Presentations are mandatory. Once tutorial presentation week and topic has been allocated, no changing of topic or week of presentation is permissible. A tutorial presentation cannot be delayed to another week. Any student who has failed to present at the specified tutorial time will have to arrange

an alternative time with the tutor at the end of session (medical or other supporting documentation will be required)

**Task 3 Essay (1,500 words)**

SELECT two of the topics below

- Working memory
- Encoding & retrieval
- Schema theory
- Problem solving
- Cognitive development

For each of the two topics selected

- a) Discuss the main implications for teaching and learning
- b) Using your own detailed example(s), explain how an understanding of this topic can positively influence instruction in a classroom.

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 FEEDBACK SHEET  
 EDST1101 EDUCATIONAL PSYCHOLOGY

Student Name:  
 Assessment Task: Tutorial Presentation

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or relevance of specific examples					
Familiarity with and relevance of literature/sources used to prepare presentation					
Structure and organisation of presentation					
Quality of presentation (use of media, interaction with audience, etc.)					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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

Date  
 Weighting:        20%

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  
 EDST1101 EDUCATIONAL PSYCHOLOGY

Student Name:  
 Assessment Task: Essay

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
<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.

### *Submission of Assessment Tasks*

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.

## **8. RESOURCES**

### *Textbook details*

R.H. Bruning, G.J. Schraw & M.M. Norby (2011) *Cognitive Psychology and Instruction* (5<sup>th</sup> Ed). New York: Pearson.

Available from UNSW bookshop.

A copy of this book is also available in the Library for 2-hour loan (High Use Collection, Main Library, HUC 370.152/233 AM)

### *Additional readings*

R.E. Mayer (2008). *Learning and Instruction* (2<sup>nd</sup> Ed.). New York: Pearson.

J. Sweller, P. Ayres, & S Kalyuga (2011). *Cognitive load theory*. New York: Springer.

S. Duchesne, & A. McMaugh (2016). *Educational psychology for learning and teaching*. Melbourne: Cengage Learning

A.Woolfolk, & K. Margetts (2016). *Educational Psychology*. Melbourne: Pearson

A.M.O'Donnell, E.Dobozy, B. Bartlett, M.Nagel, R.Spooner-Lane, A. Youssef-Shalala (2016). *Educational Psychology*. Milton Qld: Wiley

Additional readings are posted on the Moodle course website.

### *Recommended websites*

See Moodle course website.