



UNSW
SYDNEY

Arts & Social Sciences

School of Education

**EDST5151 Child Development:
Psychological & Social Perspectives**

Term 1, 2019

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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

EDST5151: Child Development: Psychological and Social Perspectives (6 UOC)

Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen
Office Location: John Goodsell 131
Email: tracy.durksen@unsw.edu.au
Phone: 9385 8507
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Child Development: Psychological and Social Perspectives (Primary)
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html Wednesdays 1pm-4pm

SUMMARY OF COURSE

How do primary-aged students develop and learn? What, and who, informs their learning? What is the role of cognition, motivation, identity, language, gender, culture, and ability? Using educational psychology as a foundation, you will explore psychological and social perspectives on child development and learning during the primary years of schooling. In order to develop your understanding of young students and how they learn, this course will focus on integrating research findings, theoretical positions, and practical aspects of child development. Specifically, you will be challenged to consider critical developmental issues in relation to your within-school experiences. Completion of this course will enable you to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective primary school pedagogy.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK

Last year was the first offering of this course within the first year of the new Master of Teaching Primary Program. As such, there are a number of ways in which the course has changed as a result of student feedback.

- **Increase of face-to-face time.** Last year the course ran weekly lectures for 90 minutes with 90 minutes of follow-up online participation. This year the course will have 3 hour face-to-face lectures weekly. Online participation is still required this year through the course Moodle page to supplement the weekly sessions to meet the course hurdle requirement.
- **Location.** Last year the course met off-campus weekly after one of the three INSTEP days. The program has reduced INSTEP to two days per week which will coincide with off-campus methods courses. As such, this course meets on-campus this year.
- **Course hurdle requirement.** The number of '4321 list' responses required has been decreased in order to reduce the burden on students.
- **Program hurdle requirement.** Additional scaffolding and class time has been allocated for Microteaching. Last year the expectation was to video-record Microteaching lessons in small groups outside of class time. This year the Microteaching requirement will take place within class time.
- **Assessment 1 (Case Study).** Additional scaffolding for Assessment 1 has been allocated in the course structure. Given the increase in face-to-face time this year, weekly sessions will include small and large group opportunities to work through case study examples.

IMPORTANT INFORMATION

Assessment: Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.

Attendance: It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.e., lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e., lectures, tutorials, workshops, seminars) either by electronic means or via an attendance register it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at:

<https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines>

STUDENT LEARNING OUTCOMES

Outcome	Description	Assessment Tasks
1	Identify and critically evaluate the key implications of a range of research findings about child development for student learning	1, 2, 3
2	Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years	1, 2, 3
3	Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning	1, 2
4	Draw on a range of strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching	3

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard	Description	Assessment Tasks
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, 3
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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	2, 3
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, 2
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	2, 3
2.5.1	Knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

Priority Area	Assessment Tasks
A. Aboriginal and Torres Strait Islander Education	4, 5, 6 1, 2, 3
B. Classroom Management	2, 4, 5 1, 2
C. Information and Communication Technologies	4, 7, 8 1, 3
D. Literacy and Numeracy	3, 4, 15 1, 2, 3
E. Students with Special Educational Needs	1, 4, 6 1, 2, 3
F. Teaching Students from Non-English Speaking Backgrounds	3, 4, 5 1, 2, 3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Primary-aged students bring with them a broad range of developmental considerations that impact learning. As a teacher, your own life experiences and perspectives on learning impact your interactions and teacher-student relationships. Understanding child development through psychological and social lenses as well as through the filter of your own background can help promote students' academic and non-academic successes. Given this awareness, it is critical that teachers draw upon a developmental framework. The content and teaching approach of this course will help you frame your own practice in a developmental way – one that can promote further focus, refinement, and reflection throughout your teaching career.

5. TEACHING STRATEGIES

You can expect a combination of lectures, group activities, and guest speakers to provide opportunities for critical study and reflection on research literature and related issues. The weekly face-to-face sessions will include explicit instruction and a range of interactive activities designed to help you clarify, apply, and explore key themes experienced in your INSTEP placements. Since research shows that learning is best activated by interaction (and not passive consumption), attendance and active participation in the sessions will provide the foundation for your own understanding and development in this course. Pre-session readings and/or activities will be assigned in order to enrich engagement with the course content. In addition, supplemental materials and discussion opportunities will be provided through the course Moodle page to help foster interest and support your learning.

6. COURSE CONTENT AND STRUCTURE

Week (Date)	Session Topic	Textbook Pre-readings* <i>*see our Moodle course page for additional required and recommended readings</i>	Task Reminders
1 (20 Feb)	Introduction to Educational Psychology and Child Development	Chapter 1	4321 Post on Moodle By Monday 25 Feb @5pm
2 (27 Feb)	Culture and Community	Chapter 2	4321 Post on Moodle by Monday 4 March @5pm
3 (6 March)	Physical and Cognitive Development	Chapter 3 (to page 93)	4321 Post on Moodle by Monday 11 March @5pm
4 (13 March)	Language and Social Development	Chapter 3 (page 94-106)	4321 Post on Moodle by Monday 18 March @5pm
5 (20 March)	Emotional and Moral Development	Chapter 4	4321 Post on Moodle by Monday 25 March @5pm
6 (27 March)	Personal Development and Individual Differences	Chapters 5 and 9	4321 Post on Moodle by Monday 1 April @5pm <i>Case Study due Friday 29 March @ 5pm</i>
7 (3 April)	Cognitive Processes	Chapters 7 and 8	Case Study Report: Due Friday 8 April by 5pm
8 (10 April)	Student Motivation and Engagement	Chapter 10	4321 Post on Moodle by Monday 15 April @5pm
9 (17 April)	Assessment and Communication with students and families	Chapter 14	4321 Post on Moodle by Tuesday 23 April @5pm
24 April: No lecture			
10 (1 May)	Bringing it all together: A developmental framework	<i>No required readings</i>	<i>Portfolio due Friday 3 May @ 5pm</i>

7. RESOURCES

Required Text (Available through the UNSW Library as an e-book):

Woolfolk, A., & Margetts, K. (2016). *Educational Psychology* (4th Ed.). Melbourne, Vic: Pearson Australia.

See our course Moodle site for **additional required readings** and recommended resources. Please read the assigned weekly readings *prior to each lecture*.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
4321 Responses	4 lists	Course Hurdle				See schedule
Assessment 1: Case Study Report	2000 words	40%	1, 2, 3	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.1, 4.1	A 4,5,6; B 2,4,5; D 3,4,15; E 1,4,6; F 3, 4, 5	Friday 29 March @5pm
Assessment 2: Assessment Portfolio	~15 pages (see details)	60%	1, 2, 4	1.1, 1.2, 1.3, 1.4, 1.5	A 4,5,6; C 4,7,8; D 3,4,15; E 1,4,6; F 3, 4, 5	Friday 3 May @5pm
Microteaching	10 minutes	Program Hurdle				In class (sign-up)

ASSESSMENT DESCRIPTIONS:

Course Hurdle Requirement (Satisfactory/Unsatisfactory): 4321 Lists

This assessment task requires you to respond to readings and content discussed during our course. To satisfy this ongoing hurdle requirement, please complete the following for at least 4 out of the 9 opportunities indicated in our course schedule.

- A. Prepare your list.** In response the weekly readings and session, please prepare a list containing the following:
- 4 main points
 - 3 implications for teaching in your future classroom
 - 2 questions/ concerns/ criticisms/ responses
 - 1 response to another student's question or comment in class
- B. Upload your list.** Locate the *4321 Forum* on our Moodle course page and upload each list by the specified date.
- You will have 9 opportunities to post your lists
 - You must post 4 lists by the respective dates in order to meet this course requirement
 - One of your 4 lists must be in response to Week 1. This is the first 4321 of the course that will address the readings and session material on the introduction to educational psychology and child development. This session takes place on 20 February, so you will submit your 4321 by 5pm on the following Monday (25 February).

Assessment 1 (40%): Case Study Report

Throughout your tutorials, you will have the opportunity to respond to a range of case studies within your small community of practice group. Your case study assessment task requires you to independently respond to two teaching and learning case study scenarios (to be provided). Your response should be persuasive, written in first person narrative, and consist of two equal parts (1000 words¹ for each case study).

When responding to each case study, please address the following:

- The identification of possible developmental factors and related processes likely to have contributed to creating the case study 'problem.'
- An outline of a course of action to address this problem, whether it is to re-engage the student, or modify the teacher's approach to the situation. Include the beliefs, values, and experiences that inform your course of action.
- Integrate related research and sources of information that support the developmental factors apparent in the case description and the subsequent course of action you outline.

Assessment 2 (60%): Assessment Portfolio

For this assessment task, you will compile an assessment portfolio through a number of steps. Although this is your final assessment, please start this task early!

1. Choose a year or stage level and define according to at least one developmental theorist and research related to that particular developmental area (e.g., physical, cognitive, language, social, emotional, moral).
2. Gather and write descriptions of 5 assessments that could help provide you with developmental information on one student at the chosen year or stage level of development.
3. Choose 2 or 3 of these assessments to trial with one student.
4. After obtaining permission from the classroom teacher in your INSTEP placement, trial the chosen assessments with one student.
5. Write-up the results of your trial and overall reflections. Be sure to include a developmental description of the student before presenting your results. This should include an overall developmental description, with specific attention to the developmental focus you are testing.
6. Format your report (approximately 15 pages; double-spaced) according to the additional requirements and template available on our course Moodle page.

Program Hurdle Requirement (Satisfactory/Unsatisfactory): Microteaching

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of this course as it provides you with the opportunity to focus on how you impact student learning through your interactions while also demonstrating key competencies specific to your content area. The microteaching component of the course will not only allow for your demonstration but also provide the important opportunity to observe other student teachers and engage in peer review. To prepare for this assessment, examples will be presented in class.

To meet this program hurdle requirement, you must complete the following **three components**:

1. A detailed lesson plan* using the prescribed template (see handbook) and include:

- a statement of expected learning outcomes
- how you will know if your interactions with students impact their learning
 - explicit evidence (e.g., pre- and post-test, strategic questions, journals, etc)
 - implicit evidence (e.g., observations, student responses, etc.)

* *The lesson plan must be specific to the methods in Term 1: Mathematics or English.*

* *All students must submit their proposed lesson plan at least one week prior to the presentation (upload to Moodle). If you are unsure of any aspect please ask for help.*

2. A 10-minute mini-lesson

You will teach your mini-lesson to your peers during one of our sessions on an assigned date. Your mini-lesson will be video-recorded as evidence of meeting the requirement.

Your mini-lesson will be assessed according to the attached criteria (feedback form), and will be graded as Satisfactory or Unsatisfactory.

Note: Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. If a student is assessed as unsatisfactory in microteaching s/he will not be permitted to undertake Professional Experience until the key concerns have been resolved.

3. Peer Feedback

You will provide written feedback (using the attached feedback form) on **at least two** mini-lessons taught by your peers. You must:

- discuss your feedback with each peer
- provide a copy of the written feedback to each peer
- upload a copy of the written feedback to our Moodle course page

Recommendations for success:

- Start planning now!
- Ask your methods instructors for help
- Read widely on effective classroom strategies
- Practise aspects of their mini-lesson with a small group of peers prior to presenting in class

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. 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/>

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5151: Child Development: Psychological and Social Perspectives (Primary)**

Student Name:

Student No.:

Assessment Task: Case Study Report

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • demonstrates knowledge, respect, and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning • identifies the relevant theoretical frameworks and understandings of the phenomena described in each case study • identifies the key individual and developmental influences on student learning 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • expresses a deep understanding of the theoretical and practical implications of each case study • critically considers the limitations of the possible solutions to the problem presented in each case study 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • references specifically to material, research, and ideas presented in the course • integrates a range of research and professional literature to support the application of particular strategies (distinct from required course readings) 					
Structure and organisation of response <ul style="list-style-type: none"> • organises with clarity and coherence • applies appropriate weighting to each part: Part 1 (Case Study 1) = 1000 words, Part 2 (Case Study 2) = 1000 words, References 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • uses APA 6th for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English (Australian) spelling • presents a comprehensive response within the required word length (2000 +/- 5% words plus reference list) 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Tracy Durksen

Due 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
EDST5151: Child Development: Psychological and Social Perspectives (Primary)**

Student Name:

Student No.:

Assessment Task: Assessment Portfolio

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • demonstrates an understanding of the key developmental issues relating to student learning and evaluates how different approaches to assessment for learning can respond to these issues • demonstrates knowledge, respect and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect assessment for learning 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • demonstrates a theoretical and practical importance of understanding and assessing at a particular stage of development • clearly describes the application of a theoretical perspective to assessment selections • provides a clear description and analysis of the assessment trial and results 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • references specifically to material, research and ideas presented in the course • integrates a range of research and professional literature (distinct from required readings) to support the selection of assessments and related implications 					
Structure and organisation of response <ul style="list-style-type: none"> • organises with clarity and coherence • adheres to the required portfolio format 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • uses APA 6th for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English Australian spelling • presents a comprehensive response of approximately 15 double-spaced pages (plus references, appendices, etc.) 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Tracy Durksen

Due Date:

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 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.**

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

<p>Comments</p>

Lecturer: _____ Date: _____ Satisfactory /Unsatisfactory (circle)

