



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 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 5320 Individual Differences & Education (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen
Office Location: John Goodsell, Room 131
Email: tracy.durksen@unsw.edu.au
Phone: 9385 1914
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name: Individual Differences & Education
Credit Points: 6 units of credit (uoc)
Workload: Involves 24 hours of class contact time
Schedule: Lecture
Thursday 19:00-21:00 (weeks 1-7, 8-12), Morven Brown G3

Summary of the 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.

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

Student Learning Outcomes

| Outcome | Assessment/s |
|---|--------------|
| 1 Evaluate different theoretical positions on individual differences | 1 |
| 2 Explain the strengths and weaknesses of measurement and reporting on individual differences | 1 |
| 3 Identify strategies that support individual differences in the classroom | 2 |
| 4 Reflect on educational research when planning to teach for diversity and inclusivity | 2 |

Program Learning Outcomes

| Standard | | Assessment/s |
|----------|---|--------------|
| 1 | Advanced disciplinary knowledge and practices You will be able to demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments. | 1, 2 |
| 2 | Enquiry-based learning You will be able to 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 |
| 3 | Cognitive skills and critical thinking You will be able to demonstrate advanced critical thinking and problem solving skills | 1 |
| 4 | Communication, adaptive and interactional skills You will be able to communicate effectively with a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership | 1, 2 |
| 5 | Global outlook You will be able to demonstrate an understanding of international perspectives relevant to the educational field | 1 |
| 6 | Ethics You will be able to demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education | 2 |

Australian Professional Standards for Teachers

| Standard | | Assessment/s |
|----------|--|--------------|
| 1 | Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5, 1.6) | 1 |
| 3 | Plan for and implement effective teaching and learning (3.3.2, 3.4.2, 3.7.2) | 2 |
| 4 | Create and maintain supportive and safe learning environments (4.1) | 2 |
| 6 | Engage in professional learning (6.1) | 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Human variation is inevitable. Therefore, as a class of adult learners, we will approach and study individual differences with careful consideration to the shared or non-shared 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. Students are expected to critically evaluate the relevance of individual characteristics in the domain of learning, teaching and the workplace. As a result, students may consider how they approach their own practice within educational settings and 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

Face-to-face lectures will be supplemented by online activities delivered through Moodle. Teaching strategies used within weekly classes will include:

- explicit teaching using a range of teaching strategies to foster interest and support learning
- structured occasions for reflection that allows students to reflect critically on course content
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to articulate, question, and evaluate course content

6. COURSE CONTENT AND STRUCTURE

Face-to-face classes will be for 2 hours per week. In-class activities, supplemented by online activities and readings delivered through Moodle, will contribute to the completion of the two assessment tasks.

| Week (beginning) | Lecture Dates and General Topics |
|--|---|
| Defining and Explaining Individual Differences | |
| Week 1 (27 Feb) | 2 March: How should we best describe the way individuals vary? |
| Week 2 (6 March) | 9 March: Why is it important to address individual differences in education? |
| Measuring and Assessing from an Individual Differences Approach | |
| Week 3 (13 March) | 16 March: Are we reliably measuring individual differences? |
| Week 4 (20 March) | 23 March: What should we use when measuring or assessing a variety of students? |
| Considering Perspectives on Personality and Self | |
| Week 5 (27 March) | 30 March: What can we learn from theoretical and biological explanations of personality? |
| Week 6 (3 April) | 6 April: How do concepts of self influence learning and teaching? |
| Understanding Intelligence and Affect in the Classroom | |
| Week 7 (10 April) | 13 April: Do you and your students have a growth or fixed intelligence mindset? |
| <i>14 to 23 April: Mid-semester break</i> | |
| Week 8 (24 April) | 27 April: Why is emotional intelligence important in education? |
| Recognising Capabilities, Preferences, and Styles in Education | |
| Week 9 (1 May) | 4 May: What are key academic and non-academic capabilities in education? |
| Week 10 (8 May) | 11 May: Learning preferences and styles...can we separate fact from fiction? |
| Acknowledging that the Social Context Matters | |
| Week 11 (15 May) | 18 May: How can we plan for individual differences in our teaching practice? |
| Week 12 (22 May) | 25 May: How can we best support student diversity and inclusivity in our learning spaces? |

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 may result in failure.

Moodle: All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.

7. RESOURCES

Recommended textbook/references

Chamorro-Premuzic, T. (2014). *Personality and individual differences*. (3rd ed.). Wiley.
Cooper, C. (2015). *Individual differences and personality*. Routledge.

Required Readings

Detailed list will be available through the course Moodle site

8. ASSESSMENT

| Task | Length | Weight | Student Learning Outcomes | Program Learning Outcomes | APST | Due date |
|--------------|------------|--------|---------------------------|---------------------------|-------------------------------|--|
| Assessment 1 | 2000 words | 40% | 1, 2, | 1, 3, 4, 5 | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 | Week 6: 3 rd April Monday@5pm |
| Assessment 2 | 3000 words | 60% | 3, 4 | 1, 2, 4, 6 | 3.3.2, 3.4.2, 3.7.2, 4.1, 6.1 | Week 12: 22 nd May Monday@5pm |

Policies and procedures for assessments

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**.

You must pass **ALL** assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

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

Students are no longer need to use a cover sheet. Assessments are submitted and graded electronically using either Turnitin or the Moodle tools. **Feedback on assessments** will be provided online within three weeks of submission – 24 April for Assessment 1 and 12 June for Assessment 2.

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 descriptions

Assessment 1: Understanding individual differences and education

Students will choose an essay question (provided through the course Moodle site) to respond to in order to demonstrate their knowledge and understanding of a theory, model, or issue on individual differences. Students will describe the strengths and weaknesses while also addressing critical issues emerging from the related literature.

Assessment 2: Putting Theory into practice

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 involves multiple steps leading up to the completion of a 3000-word essay on your how you plan to put theory into practice.

Step 1 – Outline of proposed plan (complete by 13 April). Select one area of individual differences that is supported by research. This could be any of the course topics (besides the one explored through Assignment 1), a particular instrument, model or concept. Use the outline template (provided through the course Moodle site) to summarise your proposed focus and justify how and why the aspect you selected is relevant to you and your practice.

Step 2 – Peer evaluation (complete by 27 April). Evaluate the proposals of two peers. The peer evaluation will give you the chance to leverage on the experience and expertise of your peers. Their comments on your proposal (from Step 1) will provide a wealth of opportunities as you critically consider your plan. Your feedback to others will provide an opportunity for your peers to re-evaluate their proposals through different perspectives.

Step 3 – Written essay (submit by 22 May @5pm). The key element of this last step is to critically consider and articulate a plan (within 3000 words) of what you will do in the future while integrating your new knowledge and understanding gained over the course, peer feedback/discussion and your own reflections to improve your teaching practice.

Feedback

| Assessment Task | Feedback Mechanism | Feedback Date |
|------------------------|---------------------------|----------------------------------|
| 1 | Written via Turnitin | Within three weeks of submission |
| 2 | Written via Turnitin | Within three weeks of submission |

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 1**

| SPECIFIC CRITERIA | (-) → (+) | | | | |
|--|--|--|--|--|--|
| Understanding of the question or issue and the key concepts involved <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 | | | | | |
| Depth of analysis and/or critique in response to the task <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. | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <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 | | | | | |
| Structure and organisation of response <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 | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions <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 | | | | | |
| 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

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 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.**