



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5320**  
**Individual Differences & Education**

**Term 1, 2019**

## Contents

1. LOCATION .....	2
2. STAFF CONTACT DETAILS .....	2
3. COURSE DETAILS.....	2
Student Learning Outcomes .....	3
Program Learning Outcomes .....	<b>Error! Bookmark not defined.</b>
Australian Professional Standards for Teachers .....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	4
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT AND STRUCTURE .....	5
7. RESOURCES .....	5
8. ASSESSMENT .....	6

### 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)  
Term 1, 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Jihyun Lee  
Office Location: John Goodsell 112  
Email: jihyun.lee@unsw.edu.au  
Phone: 9385 1940  
Availability: Appointment via email

## 3. COURSE DETAILS

Course Name: Individual Differences & Education  
Credit Points: 6 units of credit (uoc)  
Workload: Involves 24 hours of class contact time  
Schedule: 15-18 April (MTWT) School holidays Week 1, UNSW Week 9

[http://classutil.unsw.edu.au/EDST\\_T1.html](http://classutil.unsw.edu.au/EDST_T1.html)

## SUMMARY OF COURSE

It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. In this course you will learn about major theories of individual differences and how individual differences interact with educational processes and outcomes. Specific topics that you will learn about in this course include studies of human intelligence, personality, and self-beliefs. You will explore and examine current theoretical perspectives in these areas, and will be able to develop a sense of the interdependence of different aspects of thinking and believing. You will also learn how the theories and research may help real-life applications to classroom teaching and learning.

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

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

- Focus more on teaching implications
- Less theory and more applications
- Expanding student activities centered at dialogue with/among students

## 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	Assessment/s
1 Explain what aspects of individual differences have been of importance to education and teaching	1
2 Appreciate relative strengths and limitations of different theories of individual differences	2
3 Summarise and report on major theories of individual differences	1
4 Discuss real-life examples related to the theories of individual differences	2
5 Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning	2

**PROGRAM LEARNING OUTCOMES**

Standard	Assessment/s
1 <b>Advanced disciplinary knowledge and practices</b> 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 <b>Enquiry-based learning</b> 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 <b>Cognitive skills and critical thinking</b> You will be able to demonstrate advanced critical thinking and problem solving skills	1
4 <b>Communication, adaptive and interactional skills</b> 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 <b>Global outlook</b> You will be able to demonstrate an understanding of international perspectives relevant to the educational field	1
6 <b>Ethics</b> 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

## **AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS**

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

Teaching strategies: In this course you will form a group (with 2 or 4 members) and meet to investigate and discuss together what you have learned and how it can be related to your practice. Research has shown that peer-groups can be utilised as an effective method of teaching and learning (e.g., Ryan, 2000).

Rationale: It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. Theories and research of individual differences will make sense to educators when they can relate them to real-life situations. There are two main teaching strategies of this course: (1) to provide you with the opportunities to participate in group discussions and presentations to share your own experiences, and (2) to link what you have learned to your own practice.

## 6. COURSE CONTENT AND STRUCTURE

This 4-day course will have in-class activities on Monday through Thursday, supplemented by online activities and readings delivered through Moodle. The course material and discussions will contribute to the completion of the two assessment tasks.

Lecture Dates and General Topics	
<b>Defining, Explaining, and Assessing Individual Differences</b>	
Day 1	What are key academic and non-academic capabilities in education? Why is it important to address individual differences in education? How should we best describe the way individuals vary? How can individual differences among students be measured or assessed?
<b>Understanding Intelligence and Individual Differences</b>	
Day 2	How do we deal with individual differences in ability and intelligence in our teaching and learning practice? Why is emotional intelligence important in education?
<b>Considering Perspectives on Personality and Self</b>	
Day 3	What can we learn from theoretical and biological explanations of personality? How do concepts of self (including self-awareness and self-management) influence learning and teaching?
<b>Acknowledging that the Social Context Matters</b>	
Day 4	What are key social contexts of students to consider in educational research and practice? How can we best support students' dealing with social environments (including social awareness and social management) in our teaching and 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
Pre-course Assessment	1000 words	0%	1 to 5	1, 3	1.1, 3.3.2, 4.1, 6.1	April 01 By 5:00 PM
Assessment 1	2000 words	40%	1, 3	1, 3, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6	May 06 by 5:00 PM
Assessment 2	3000 words	60%	2, 4, 5	1, 2, 4, 6	3.3.2, 3.4.2, 3.7.2, 4.1, 6.1	May 20 by 5:00 PM

### *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.

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*

#### **Pre-Course Assessment**

Students will select and read one of the following journal articles. They then select one aspect or topic that was presented in the journal article, and summarize it. The summary does not have to be for the whole article, but on just one aspect or topic that was addressed in the journal article. After the summary, a critical review of the aspect of topic should also be presented. The ratio between the summary and critique should be about 60% (summary) and 40% (critique).

- Kanfer, R. (1990). Motivation and individual differences in learning: An integration of developmental, differential and cognitive perspectives. *Learning and Individual Differences*, 2(2), 221-239.
- Chen, G., Gully, S. M., Whiteman, J. A., & Kilcullen, R. N. (2000). Examination of relationships among trait-like individual differences, state-like individual differences, and learning performance. *Journal of Applied Psychology*, 85(6), 835-847.
- Stanovich, K. E. (2009). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Journal of Education*, 189(1-2), 23-55.
- Booth, J. L., & Siegler, R. S. (2006). Developmental and individual differences in pure numerical estimation. *Developmental psychology*, 42(1), 189-201.
- De Smedt, B., Janssen, R., Bouwens, K., Verschaffel, L., Boets, B., & Ghesquière, P. (2009). Working memory and individual differences in mathematics achievement: A longitudinal study from first grade to second grade. *Journal of experimental child psychology*, 103(2), 186-201.

#### **Assessment 1: Understanding individual differences and education**

Students will choose an essay question relating to the ACARA's Personal and Social Capability domain (provided through the course Moodle site) to demonstrate their knowledge and understanding of a theory, model, issue, or assessment of individual differences on the chosen topic. Students will describe the strengths and weaknesses (of a theory, model, issue, or assessment) while also addressing critical issues emerging from the related literature.

## Assessment 2: Putting Theory into practice

The assessment will provide you with an opportunity to put the theory into practice. You will consider the relevance of the material to your own teaching practice.

It involves three steps leading up to the completion of a 3000-word essay on how you might apply the theory to practice.

**Step 1 – Identify a person or a group for a case study.** Identify a person or a group that you want to explore as a case study. Introduce the person/group in the essay and summarise why you have selected the person/group for this assessment (i.e., why an aspect of this person/group is relevant to the theory topic). Your main task is to make connections between the theory and practice. This could be explored in relation to any of the course topics including the one explored through Assignment 1.

**Step 2 – Make the theory relevant to practice.** The key element of this step is to critically consider and demonstrate how your new knowledge and understanding gained in the course will be used to understand and support the person/group in your case study. Demonstrate the link between the theory and the case study story.

**Step 3 – Design a teaching and learning plan.** Articulate a plan of what you will implement to improve an aspect of the person/group from your case study. You can design a lesson plan in a specific content domain (e.g., English or mathematics) or to be applicable across different domains. Demonstrate the link between the theory and the lesson plan that you designed.

### Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Pre-course assessment	Verbal feedback and classroom discussion	Within 10 working days
1	Written via Turnitin	Within 10 working days
2	Written via Turnitin	Within 10 working days



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 1**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<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 why the chosen topic is particularly important in this research area</li> <li>• Present an effective argument for why/how the chosen topic should/can be researched</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Use of relevant research literature to support arguments or positions</li> <li>• Demonstrate an adequate level of reflection by integrating the literature and critical reflection</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>• Inclusion of citations from relevant professional and research literature or textbooks to support the arguments</li> <li>• Appropriateness of the citations</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Presenting the ideas clearly</li> <li>• Presenting the ideas in logical and coherent order</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 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 paragraph structure</li> <li>• Appropriate use of headings and subheadings</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>   					

**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	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the chosen aspect from the Individual difference course</li> <li>• Present an effective argument for why/how the chosen topic is relevant for teaching and learning</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Use of relevant research literature to support arguments or positions</li> <li>• 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</li> <li>• How the topic that the student has chosen relates to his/her personal or professional life.</li> <li>• Demonstrate an adequate level of reflection by integrating the literature and critical reflection</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Inclusion of citations from relevant professional and research literature or textbooks to support the arguments</li> <li>• Appropriateness of the citations</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Presenting the ideas clearly</li> <li>• Presenting the ideas in logical and coherent order</li> <li>• Excellent flow of the overall structure and writing</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Use of 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 paragraph structure</li> <li>• Appropriate use of headings and subheadings</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

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.**