

EDST1101

Educational Psychology

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Helena Granziera	h.granziera@unsw.edu.au	Availability by appointment. Please email to arrange a meeting.	Morven Brown Building	

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

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

Course Learning Outcomes

1. Explain the basic concepts of a cognitive perspective in Educational Psychology
2. Explain the main characteristics of major structural components of human memory
3. Explain how knowledge is constructed and its relationship with the memory system
4. Apply knowledge of the human memory system to evaluating teaching and learning procedures
5. Explain the role of knowledge base in the development of expertise and differences between experts and novices
6. Explain the significance of work by prominent educational psychologists

Australian Professional Standards for Teachers

Standard		Assessment/s
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
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 3
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.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2, 3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2
3.3.1	Include a range of teaching strategies.	1, 2, 3
4.5.1	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	1, 2

National Priority Area Elaborations

	Priority area		Assessment/s
B	Classroom Management.	1, 2	1, 2
C	Information and Communication Technologies.	3-5, 12	1, 2, 3

D	Literacy and Numeracy.	5, 7	1, 2
E	Students with Special Educational Needs.	1	1, 2, 3
F	Teaching Students from Non-English-Speaking Backgrounds.	7	1, 2

Teaching Strategies

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

Student-centered 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.

Assessment

Students are required to follow the lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are 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.

See above for Australian Professional Standards for Teachers and National Priority Areas

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Tutorial presentation	20%	Week 7, Week 8	1, 2, 3, 4, 5, 6
2. Essay	40%	11/11/2022 11:59 PM	1, 2, 3, 4, 5, 6
3. Class test	40%	Not Applicable	1, 2, 3, 4, 5, 6

Assessment 1: Tutorial presentation

Due date: Week 7, Week 8

Tutorial presentation - 7 minutes per student

Students will receive written feedback within three weeks of submission.

This is not a Turnitin assignment

Additional details

In groups of 3-4, you will prepare a presentation on the application of a topic in Educational Psychology to a particular subject area. You will prepare a 7 minute presentation, which will be delivered in tutorials. See Moodle for details on topics.

You will present in either Week 7 or Week 8.

Assessment 2: Essay

Due date: 11/11/2022 11:59 PM

Essay - 1500 words

Students will receive written feedback within three weeks of submission.

This is the final assessment.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

You will respond to an essay question on effective motivation and teaching approaches. The essay question will be provided on Moodle.

Assessment 3: Class test

Multiple choice and short answer test - 50 minutes

Students will receive feedback within three weeks of submission.

This is not a Turnitin assignment

Additional details

You will complete a test based on the course content. In addition to a multiple-choice section (30 items), this test involves 5 short-answer questions that require brief descriptions (2-3 sentences) of the main ideas/concepts underlying specific topics.

RUBRIC/FEEDBACK SHEET
EDST1101 EDUCATIONAL PSYCHOLOGY
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Assessment Task 1: Tutorial presentation

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved in the presentation 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Variety and relevance of specific examples used 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Familiarity with and relevance of literature/sources used to prepare the presentation 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Structure and organisation of presentation 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Quality of presentation and engagement (peer feedback) 					
<p>General comments/recommendations for next time:</p>					

Recommended: /20 (FL PS CR DN HD) **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 contextualise 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.

**RUBRIC/FEEDBACK SHEET
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Assessment Task 2: Essay

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of the topic and its relationship to relevant areas of the course • Clarity and accuracy in use of key terms and concepts • Suitability of the topic 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis • Depth of critique of the issue • Depth of implications/recommendations for improvement of learning and instruction 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Effectiveness of examples to demonstrate instructional implications • Variety of implications demonstrated • Range of relevant research literature to support response 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Level of structure and organisation of response 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Appropriateness of overall structure and coherence of response • Clarity and consistency in presenting tables and figures • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
General comments/recommendations for next time: 					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 week: 5 September - 9 September	Topic	Introduction to the course
Week 1: 12 September - 16 September	Topic	Motivation and engagement (Part 1)
Week 2: 19 September - 23 September	Topic	Motivation and engagement (Part 2)
Week 3: 26 September - 30 September	Topic	Learning and memory
Week 4: 3 October - 7 October	Topic	Cognitive load theory
Week 5: 10 October - 14 October	Topic	Flexibility week: Revision and reflection (no lecture/tutorial)
Week 6: 17 October - 21 October	Topic	Instructional strategies
Week 7: 24 October - 28 October	Topic	Human development (Part 1)
	Assessment	Tutorial presentation
Week 8: 31 October - 4 November	Topic	Human development (Part 2)
	Assessment	Tutorial presentation
Week 9: 7 November - 11 November	Topic	Putting it all together
	Assessment	Essay

Resources

Prescribed Resources

See our course Moodle page for **required** readings and additional resources.

Recommended Resources

- Duchesne, S., & McMaugh, A. (2018). *Educational Psychology for Learning and Teaching* (6th ed.) Pearson. <https://au.cengage.com/c/isbn/9780170410823/> Recent editions are also relevant.
- Woolfolk, A., & Margetts, K. (2019). *Educational Psychology* (5th Ed.). Melbourne, Vic: Pearson Australia.

Course Evaluation and Development

As a result of past student feedback, all lectures will be delivered online with recordings available for revision.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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