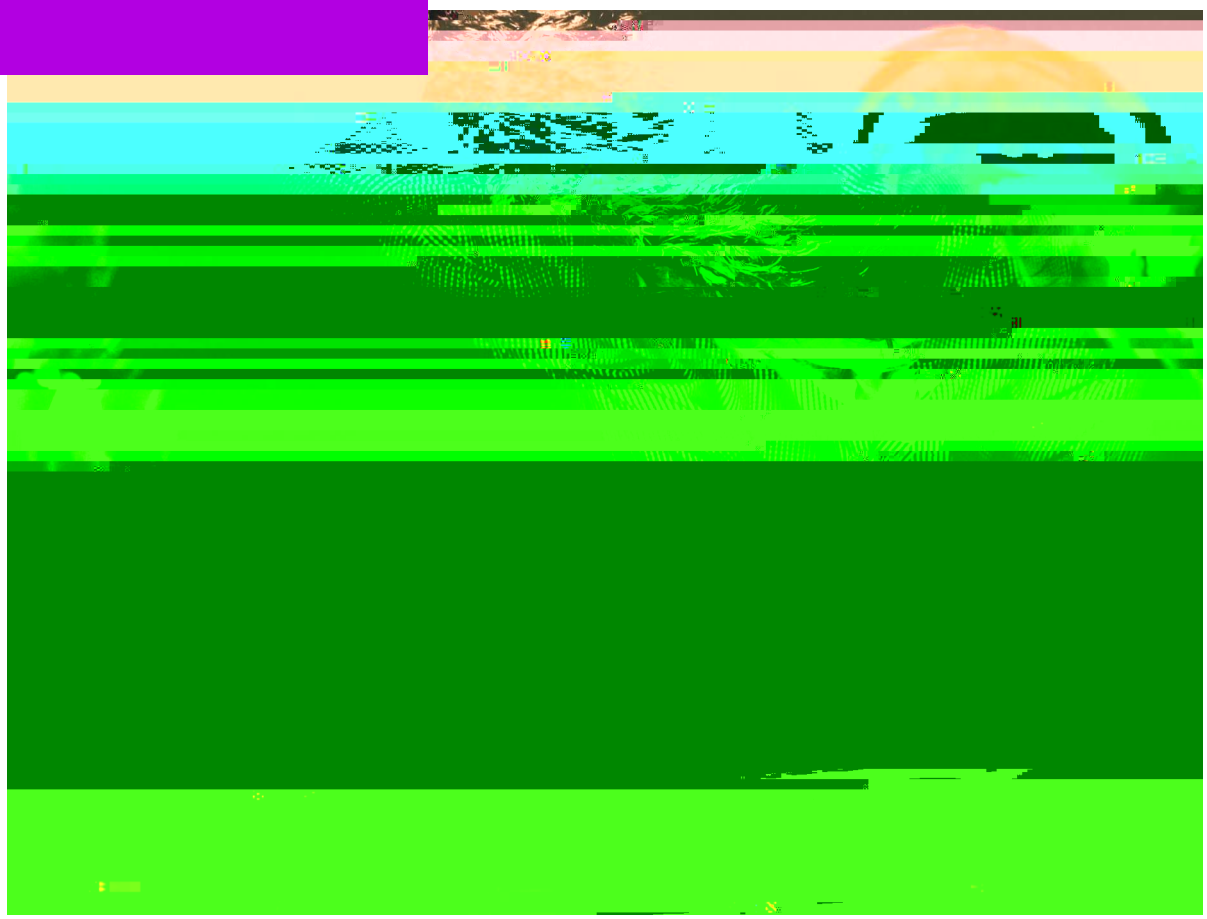

EDST5303

Learning, Problem Solving, and the Development of Expertise

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Slava Kalyuga	s.kalyuga@unsw.edu.au	Thu 15-16 or by appointment	John Goodsell, Room 105	9385 1985

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
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Attendance Requirements

Additional School of Education attendance requirements

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 application 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.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

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

Summary of the Course

The major focus of this course is to examine how human cognitive structures are organised into a coherent architecture enabling you to learn, think, reason and solve problems. The central role played by active learning in this architecture is emphasised. The course examines how expertise develops and

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Major essay	50%	2,3,4,5	1.5.2	26/10/2018 05:00 PM
Class presentation	30%	2,3,5	1.1.2	
Class test	20%	1,2	1.1.2,1.2.3,1.5.2	23/08/2018 07:00 PM

Please refer to *?sqrp_jg_l Npmdcqqgml_j Qr_lb_pbq dmp Rc_afcpq* on the previous page

Assessment Details

Assessment 1: Major essay

Start date: Not Applicable

Details: Write an essay based on the material covered in the course focusing on its application to

Make a 10-minute presentation on an application of the theory covered in this course using a short teaching episode of a topic (chosen by the student).

A concise summary of the presentation should be provided (max 300 words)

Assessment 3: Class test

Start date:

Details: A 20 item multiple choice test on human cognitive architecture.Time: 20 minutesStudents will receive feedback with 10 business days of submission.

Additional details:

In-class multiple-choice test (20 items) on major components and processes of human cognitive

Specific Criteria	(-)——————————>(+)

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5303

Assessment Task: Class presentation

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5303

Assessment Task: Class test

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

W7 k s d t adli bB ‰

- 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Resources

Prescribed Resources

Required Readings

Textbook details: There are no set textbooks for this course, although the following will be frequently referred to:

Clark, R. Nguyen,F., & Sweller, J. (2006). *Cddgagc l aw g l Jc_p l g l e*, San Francisco: John Willey & Sons, Inc.

Mayer, R. E. (2008). *Jc_p l g l e _ l b G l qrpsargm l * 0 l b cbgrgm l* . New Jersey: Pearson

Sweller, J., Ayres, P. & Kalyuga, S. (2011). *Ame l grg t c jm_b r f cmpw*. New York: Springer.

Recommended Resources

Specific research articles are recommended for different lectures. Copies of the articles a
Specific research articles are recommended for different lectures. Copies of the articles are provided on
Kmmbjc