School of Education

UNSW Arts, Design and Architecture

EDST1101

Educational Psychology

Term 3, 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Tracy Durksen	tracy.durksen@unsw.edu.au	Post course enquiries on the course forum. Email for confidential communications or to schedule an appointment.	Morven Brown Building, Ground Floor	
A/Prof Paul Evans	paul.evans@unsw.edu.au	Post course enquiries on the course forum. Email for confidential communications or to schedule an appointment.	Morven Brown Building, Ground Floor	

School Contact Information

School of Education

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]

Assessment

Students are required to follow the lecturer’s instructions when submitting their work for assessment. All

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

Specific Criteria	(-)————————>(+)				
Understanding of the question or issue and the key concepts involved • Understanding of the question or issue and the key concepts involved in the presentation					
Depth of analysis and critique in response to the task • Variety and relevance of specific examples used					
Familiarity with and relevance of professional and/or research literature used to support response • Familiarity with and relevance of literature/sources used to prepare the presentation					
Structure and organisation of response • Structure and organisation of presentation					
Presentation of response according to appropriate academic and linguistic conventions • Quality of presentation and engagement (peer feedback)					
General comments/recommendations for next time:					

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.

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Assessment Task 2: Essay

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • 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					
Depth of analysis and critique in response to the task • depth of analysis • depth of critique of the issue • depth of implications/recommendations for improvement of learning and instruction					
Familiarity with and relevance of professional and/or research literature used to support response • effectiveness of examples to demonstrate instructional implications					

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.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course 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

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 Teac* (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

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,