

EDST5112

Learning: Psychological and Social Perspectives

Term 1, 2022

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and community.

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

One of the central needs of a teacher is to understand how their students learn about how people learn generally, the degree to which people differ, and the strategies required to teach them effectively. You will study core educational topics including development, cognition, and motivation and observe teaching and assessment, you will articulate these issues, and report on observations that bridges theory, research, and practice.

Course Learning Outcomes

- 1.Explain how students learn and the implications for teaching
- 2.Interpret research into how students learn and how it applies to teaching
- 3.Describe teaching strategies that respond to the diversity of students

Australian Professional Standards for Teachers

Standard	Description	Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, intellectual development and characteristics of students and how they affect learning.	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	2
1.4.1	Demonstrate broad knowledge and understanding of the impact of cultural identity, and linguistic background on the education of Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiated teaching to meet the specific learning needs of students across a range of abilities.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of diverse abilities and characteristics.	2
4.1.1	Identify strategies to support inclusive student participation in classroom activities.	1

National Priority Area Elaborations

	Priority area		Assessment/s
B	Classroom Management	1-5, 7	1, 2
D	Literacy and Numeracy	1, 2, 4	1
F	Teaching Students from Non-English-Speaking Backgrounds	3, 4	1

Teaching Strategies

Teaching strategies in this course reflect as much as possible the principle of active learning, including in explicit instruction, guided teaching, opportunities for student-led discussions, across lectures, tutorials, and online components.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Illustrations of theory in practice	60%	This assessment is due in three short parts (see dates below)	1, 2, 3
2. Educational Psychology in Learning and Teaching	40%	29/04/2022 05:00 PM	1, 2, 3

Assessment 1: Illustrations of theory in practice

Due date: This assessment is due in three short parts (see dates below)

Attendance Requirements

School of Education Attendance Requirement

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 Week: 7 February 13 January	Online Activity	<p>Course moodle is open. Please thoroughly familiarise yourself with the moodle page and the course schedule. A full introduction to the course will be provided in Week 1.</p> <p>Information about the topics and the schedule is provided on moodle.</p> <p>There are weekly lectures and tutorials, with the exception of Week 10 lecture (Monday, 14 February, a public holiday).</p>

Resources

Prescribed Resources

Textbook

Duchesne, S., & McMaugh, A., & McEwen, E. (2020). *Education Technology for Learning Teaching* (7th ed.) Pearson.

- Note [See here](#) if you are unsure which title to look for. The 6th or even 5th edition is acceptable.

The Moodle page for the course contains access to additional required resources.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this 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 provide one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the Turnitin system or the assignment. In instances where this is not possible, it will be stated on the assignment page.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without using quotation marks or a source. This includes copying materials, ideas,

Academic Information