



EDUC105

Education: The Psychological Context

S2 External 2014

Education

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General Information

Unit convenor and teaching staff Unit Convenor Wayne Leahy wayne.leahy@mq.edu.au Contact via wayne.leahy@mq.edu.au 930 C3A By email for appointment
Credit points 3
Prerequisites
Corequisites
Co-badged status
Unit description This unit is intended as an introduction to the field of educational psychology. This field of inquiry combines major theories from the disciplines of psychology and education, and applies these to the context of teaching and learning. The central focus of this unit is on human development. Development and learning are influenced by a range of factors, such as language, cognitive, personal, social, emotional, and physical development. Social and cultural (including indigenous) influences also play a significant role in students' learning experiences, as do school-based factors including teachers' classroom management practices and their skills in motivating students to learn.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

As a result of studying EDUC105 you will have the opportunity to develop: • an insight into factors within the learner and their environment that play a role in human development; • the ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning; • an understanding of the basic theoretical concepts in the field of educational psychology; and • an understanding of some applications of educational

psychology in classroom contexts • the ability to explore educational ideas and issues through research and critical analysis • basic academic literacy skills in implementing a sustained and written argument • knowledge of a range of appropriate and engaging resources and materials to support students' learning You will have an opportunity to expand on the following during on campus days and through your independent course work activities by developing:

- foundation skills of literacy, numeracy and information technology;
- demonstrate current knowledge and proficiency in the use of information technology skills and effective use of the internet
- self-awareness and interpersonal skills, including the capacity for self-management;
- collaboration and leadership;
- communication skills for effective presentation and cultural sensitivity; and
- creative thinking skills to imagine, invent and discover.

As a participant of the University's learning community you will additionally be developing:

- teamwork skills at on campus days

These following competency generic skills will be developed in the major essay assignment including:

- planning research;
- confidence in tackling the unfamiliar problem of locating, assembling, analysing and synthesising information on a specific topic, using academic references and information technology;
- presenting a coherent argument and discussion in written form using appropriate referencing strategies

General Assessment Information

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.
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NOTE: Except where specified, numerical marks will NOT be awarded for individual assessment tasks. They will only be awarded with your final grade.

Assessment Tasks

Name	Weighting	Due
Academic Integrity Module	5%	22/8
Written assignment essay	35%	12/9
On line multiple choice quiz	10%	24/10
Exam	50%	In exam period

Academic Integrity Module

Due: **22/8**

Weighting: **5%**

Self-paced

(Completion means you will be awarded the 5%)

(This is the only time you will receive a mark instead of a grade)

The quizzes give you the opportunity to check your understanding about important areas where students often lose marks or find themselves facing disciplinary action

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expand on the following during on campus days and through your independent course work activities by developing:

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- collaboration and leadership;
- communication skills for effective presentation and cultural sensitivity; and
- creative thinking skills to imagine, invent and discover.

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Written assignment essay

Due: **12/9**

Weighting: **35%**

1600 wd essay linking theory with practice

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On line multiple choice quiz

Due: **24/10**

Weighting: **10%**

30 multiple choice questions on content up to and including Lecture 20

On successful completion you will be able to:

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Exam

Due: **In exam period**

Weighting: **50%**

2hr exam 5 short answer questions and 3 longer answer questions

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Delivery and Resources

On line through prerecorded lectures.

2 COMPULSORY ON CAMPUS DAYS

On line quizzes (2)

Written assignment

Closed book exam

1.Required and Recommended Texts

Duchesne, S., McMaugh, A., Bochner, S. & Krause, K. L. (2013). Educational Psychology for Learning and Teaching. South Melbourne: Thomson.

You are expected to read the sections listed in the study guide, as a minimum. The pages listed are those specifically linked to lecture content and it should be noted that further reading around the set pages is usually helpful to student understanding. Earlier editions are available, but there will be differences in both page numbers and in the extent of coverage on some topics. If you choose to access an earlier edition it is your responsibility to ensure you have read all the relevant sections.

The textbook is available at the University Co-op Bookshop. Students are strongly advised to obtain their own copies of the prescribed texts.

The textbook can be supplemented by further reading so that you can obtain a wider understanding of issues. Additional reading texts (below) are provided. You can consult the relevant sections in these texts about the main topics we cover in this unit of educational psychology eg. Piaget, constructivism, intelligence etc. You could select from the following list or browse along the library shelves among similar call numbers. Most of the following are general texts; others provide more specialised information.

Please note that they are not available on the ILEARN website due to copyright issues.

Additional Readings

Berk, L. (2003). Child Development. Boston: Allyn & Bacon.

Eggen, P. & Kauchak, D. (2004). Educational Psychology Windows Into Classrooms. (6th ed.). New Jersey: Pearson Education.

Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2011). The Psychology of Education, NY. Routledge,

McDevitt, T.M. & Ormrod, J.E. (2010). Child Development and Education. New Jersey: Pearson.

McInerney, D. M., & McInerney, V. (2006). Educational Psychology: Constructing Learning (2nd ed.). Sydney: Prentice Hall.

Ormrod, J.E. (2008). Educational Psychology: Developing Learners. New Jersey: Pearson

Santrock, J. W. (2004). Child Development. Boston: Mc Graw Hill.

Slavin, R. (2000). Educational Psychology: Theory and Practice (5th ed). Boston: Allyn and Bacon.

Snowman, J., Dobozy, E., Scevak, J., Bryer, F., Barlett, B. & Biehler, R. (2009). Psychology Applied to Teaching, Milton Queensland: John Wiley & Sons.

Woolfolk, A. & Margetts, K. (2010). Educational Psychology. New Jersey: Pearson

Useful Journals

Applied Cognitive Psychology
British Journal of Educational Psychology
Child Development
Contemporary Educational Psychology
Educational Psychologist
Journal of Educational Psychology
Learning and Instruction
Journal of Cognition and Development
Developmental Psychology

Suggested texts for academic writing and assignment preparation

O'Shea, R. (2007). Writing for Psychology. South Melbourne Victoria: Thomson.

This text is written in a reader friendly format and is recommended for students who are new to university study and academic writing.

NOTE: You are not required to buy the O'Shea text. It is intended as a guide for your essay writing and use of the APA referencing system throughout your study in the School of Education. Can be purchased at the University Co-op Bookshop. Limited copies of this text may be held in the Reserve section of the Library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- As a result of studying EDUC105 you will have the opportunity to develop: • an insight into factors within the learner and their environment that play a role in human development; • the ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning; • an understanding of the basic theoretical concepts in the field of educational psychology; and • an understanding of some applications of educational psychology in classroom contexts • the ability to explore educational ideas and issues through research and critical analysis • basic academic literacy skills in implementing a sustained and written argument • knowledge of a range of appropriate and engaging resources and materials to support students' learning You will have an opportunity to expand on the following during on campus days and through your independent course work activities by developing: • foundation skills of literacy, numeracy and information technology; • demonstrate current knowledge and proficiency in the use of information technology skills and effective use of the internet • self-awareness and interpersonal skills, including the capacity for self-management; • collaboration and leadership; • communication skills for effective presentation and cultural sensitivity; and • creative thinking skills to imagine, invent and discover. As a participant of the University's learning community you will additionally be developing: • teamwork skills at on campus days These following competency generic skills will be developed in the major essay assignment including: • planning research; • confidence in tackling the unfamiliar problem of locating, assembling, analysing and synthesising information on a specific topic, using academic references and information technology; • presenting a coherent argument and discussion in written form using appropriate referencing strategies

Assessment tasks

- Academic Integrity Module
- Written assignment essay
- Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- As a result of studying EDUC105 you will have the opportunity to develop: • an insight into factors within the learner and their environment that play a role in human development; • the ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning; • an understanding of the basic theoretical concepts in the field of educational psychology; and • an understanding of some applications of educational psychology in classroom contexts • the ability to explore educational ideas and issues through research and critical analysis • basic academic literacy skills in implementing a sustained and written argument • knowledge of a range of appropriate and engaging resources and materials to support students' learning You will have an opportunity to expand on the following during on campus days and through your independent course work activities by developing: • foundation skills of literacy, numeracy and information technology; • demonstrate current knowledge and proficiency in the use of information technology skills and effective use of the internet • self-awareness and interpersonal skills, including the capacity for self-management; • collaboration and leadership; • communication skills for effective presentation and cultural sensitivity; and • creative thinking skills to imagine, invent and discover. As a participant of the University's learning community you will additionally be developing: • teamwork skills at on campus days These following competency generic skills will be developed in the major essay assignment including: • planning research; • confidence in tackling the unfamiliar problem of locating, assembling, analysing and synthesising information on a specific topic, using academic references and information technology; • presenting a coherent argument and discussion in written form using appropriate referencing strategies

Assessment tasks

- Academic Integrity Module
- Written assignment essay
- On line multiple choice quiz
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

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Assessment tasks

- Academic Integrity Module
- Written assignment essay
- On line multiple choice quiz
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

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Assessment tasks

- Academic Integrity Module
- Written assignment essay
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

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Assessment task

- Written assignment essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Assessment tasks

- Written assignment essay

- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Academic Integrity Module

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

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- planning research;
- confidence in tackling the unfamiliar problem of locating, assembling, analysing and synthesising information on a specific topic, using academic references and information technology;
- presenting a coherent argument and discussion in written form using appropriate referencing strategies