



# EDUC105

## Education: The Psychological Context

S2 External 2015

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Wayne Leahy <a href="mailto:wayne.leahy@mq.edu.au">wayne.leahy@mq.edu.au</a>
Credit points 3
Prerequisites
Corequisites
Co-badged status
Unit description This unit is intended as an introduction to the field of educational psychology. The 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 is on human development. Development and learning are influenced by a large range of factors, such as the cognitive, personal, social (including language), emotional, and physical developments. In addition, social and cultural influences and the education setting play a role in learning.

## 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

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## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>On Line Quiz 1</u></a>	5%	Wk 3
<a href="#"><u>Major essay</u></a>	35%	Wk 8
<a href="#"><u>On Line Quiz 2</u></a>	10%	Wk 10
<a href="#"><u>Final closed book exam</u></a>	50%	S2 University exam period

### On Line Quiz 1

Due: **Wk 3**

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 quiz 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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## Major essay

Due: **Wk 8**

Weighting: **35%**

**1200 word essay linking theory with practice.**

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## On Line Quiz 2

Due: **Wk 10**

Weighting: **10%**

**35 multiple choice questions on content up to and including Lecture 18.**

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## Final closed book exam

Due: **S2 University exam period**

Weighting: **50%**

3 long answer and 5 short 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://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

### 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**

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setting play a role in learning.

## Assessment tasks

- On Line Quiz 1
- Major essay
- On Line Quiz 2
- Final closed book 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.

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## **Assessment tasks**

- Major essay
- On Line Quiz 2
- Final closed book 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:

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## **Assessment tasks**

- On Line Quiz 1
- Major essay
- Final closed book exam

## **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:

## **Learning outcome**

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## **Assessment tasks**

- Major essay
- Final closed book exam