



# EDUC262

## Education: The Learner

S2 Day 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(12cp including EDUC105(P) or EDUC107(P) or (PSYC104 and PSYC105)) or (admission to BEd(Prim) or BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit is an educational psychology unit building on key understandings developed in either EDUC105 or EDUC107. The unit focuses on issues of learning and development, particularly as they relate to school-aged children and adolescents. The primary emphasis is on those aspects of cognition and social-cognition that are most relevant to educational practice, including attention, memory, metacognition, motivation, emotional development, and understanding of self. The unit is designed primarily for pre-service teachers, but other interested students who meet the prerequisites are also welcome.

## 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:

1. Explain how information is learned and generate implications for classroom practice
2. Explain typical cognitive development (e.g. attention, memory, meta-cognition) and socio-cognitive development (e.g. self-concept, motivation, self-regulation) as it applies to children of school age
3. Synthesise knowledge about children's cognitive and socio-cognitive development in

order to identify and solve specific educational case study problems

4. Access appropriate psychological or educational literature, including peer-reviewed journal articles, using the library databases ERIC and PsycINFO

5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature

6. Understand the classroom implications of a research project, making reference to appropriate theory and literature

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>In-lecture test</u></a>	20%	Week 7
<a href="#"><u>Research report</u></a>	40%	Week 11
<a href="#"><u>Final exam</u></a>	40%	Final exam period

### In-lecture test

Due: **Week 7**

Weighting: **20%**

The in-lecture quiz comprises 25 multiple-choice questions, each with four alternatives. It assesses your understanding and application of Week 3-6 content.

On successful completion you will be able to:

- 1. Explain how information is learned and generate implications for classroom practice
- 2. Explain typical cognitive development (e.g. attention, memory, meta-cognition) and socio-cognitive development (e.g. self-concept, motivation, self-regulation) as it applies to children of school age

### Research report

Due: **Week 11**

Weighting: **40%**

All students will interview a young person aged 5-15. Results will be pooled, and you will write a 2000 word research report using this pooled data. You have a choice of two topics.

On successful completion you will be able to:

- 4. Access appropriate psychological or educational literature, including peer-reviewed journal articles, using the library databases ERIC and PsycINFO

- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature

## Final exam

Due: **Final exam period**

Weighting: **40%**

The final exam includes 10 short answer and 2 essay questions. It assesses your understanding and application of content from across all weeks of the unit.

On successful completion you will be able to:

- 1. Explain how information is learned and generate implications for classroom practice
- 2. Explain typical cognitive development (e.g. attention, memory, meta-cognition) and socio-cognitive development (e.g. self-concept, motivation, self-regulation) as it applies to children of school age
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems

## Delivery and Resources

There are 2 x 1hr lectures per week. Internal students also attend 1 x 1hr tutorial per week, whereas external students attend 2 x On Campus Days. Students are expected to attend all tutorials / On Campus Days. There are no set readings, however, additional resources are regularly posted to the unit iLearn page.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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

## Graduate Capabilities

### 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

- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems

#### Assessment task

- Research report

### 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 outcomes

- 1. Explain how information is learned and generate implications for classroom practice
- 2. Explain typical cognitive development (e.g. attention, memory, meta-cognition) and socio-cognitive development (e.g. self-concept, motivation, self-regulation) as it applies to children of school age
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems
- 4. Access appropriate psychological or educational literature, including peer-reviewed journal articles, using the library databases ERIC and PsycINFO
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature

#### Assessment tasks

- In-lecture test

- Research report
- Final 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 outcomes

- 1. Explain how information is learned and generate implications for classroom practice
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature

### Assessment tasks

- Research report
- Final 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 outcomes

- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems
- 4. Access appropriate psychological or educational literature, including peer-reviewed journal articles, using the library databases ERIC and PsycINFO
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature

## Assessment task

- Research report

## 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

- Research report
- Final exam