



EDUX105

Education: The Psychological Context

SP3 OUA 2016

Dept of Education

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General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit is an introduction to the field of Educational Psychology, a field of inquiry that combines major theories from the disciplines of psychology and education and applies these to the context of teaching and learning. The theory seeks to explain human development and psychology to show how teaching and learning are influenced by a range of factors, such as language, cognitive, personal, social, moral, emotional and physical development. Issues relating to social and cultural influences, ability levels, motivation, students with special needs and the role of gender also play a significant role in students' learning experiences. The unit also explores school-based factors including teachers' classroom management practices and their skills in motivating students to learn, the use of ICT in classrooms, assessment and reporting and reflective teaching practice. We hope you will also learn more about yourself as a learner and critical thinker. This is with recognition of the important future role you will play in the practice of education and in the developing minds of the students you teach. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

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.

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.

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1: Q&A</u>	15%	25/09/2016
<u>Assessment 2: Essay</u>	35%	23/10/2016
<u>Assessment 3: Online quiz</u>	10%	06/11/2016
<u>Assessment 4: Online Test</u>	30%	27/11/2016
<u>Participation</u>	10%	27/11/2016

Assessment 1: Q&A

Due: **25/09/2016**

Weighting: **15%**

Two descriptive passages will be given of specific classroom teaching scenarios. Short response answers will be required based on questions provided.

On successful completion you will be able to:

- 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.
- 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.

Assessment 2: Essay

Due: **23/10/2016**

Weighting: **35%**

1500 word written essay exploring the links between classroom practice and current theoretical

research in moral development.

On successful completion you will be able to:

- 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.
- 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.

Assessment 3: Online quiz

Due: **06/11/2016**

Weighting: **10%**

- 20 multiple choice questions.
- 30 minutes to complete and submit

On successful completion you will be able to:

- Factors within the learner and their environment that play a role in human development.
- An understanding of the basic theoretical concepts in the field of educational psychology.

Assessment 4: Online Test

Due: **27/11/2016**

Weighting: **30%**

The Final Test will cover the lectures and readings from the compulsory text, weeks 1-13. You will have **two hours and ten minutes** to complete the final exam.

It will comprise of:

- Part A: 9 true or false questions (1 mark each)
- Part B: 31 Multiple choice questions (1 mark each)
- Part C: 5 Short answer questions (2 marks each)
- Part D: 1 Essay question (10 marks)

TOTAL: 46 questions worth 60.00 marks.

On successful completion you will be able to:

- 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.
- 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.

Participation

Due: **27/11/2016**

Weighting: **10%**

10% - Overall participation in weekly discussions. There will be weekly tutorial tasks or questions to discuss with your peers and tutor. The 10% participation is to ensure that you get the most from the unit content by reflecting on your own learning. You are strongly encouraged to check iLearn every day for announcements and to participate in discussions with your peers. Further description of the requirements for participation is outline under Week 1.

On successful completion you will be able to:

- 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.

Delivery and Resources

- All delivery and assessment tasks are online via iLearn website.
- 22 Recorded lectures by Wayne Leahy
- Textbook: Duchesne, S., & McMaugh, A. (2016). *Educational Psychology: For learning and teaching* (5th Edition). Cengage Learning Australia Pty Limited
- Library resources under unit code.

Unit Schedule

Weekly Timetable

Lecture	Topic
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1 (Week 1)	Introduction to the unit and overview of Educational Psychology
2 (Week 2)	Child development over time
3 (Week 2)	Adolescence
4 (Week 3)	Cognitive development I (Piaget)
5 (Week 3)	Cognitive development II (Piaget)
6 (Week 4)	Cognitive development III (Vygotsky)
7 (Week 4)	Language Development
8 (Week 5)	The Essay
9 (Week 5)	Moral Development
10 (Week 6)	Social Development
11 (Week 6)	Review Lecture
12 (Week 7)	Behavioral Explanations of Learning
13 (Week 7)	Humanistic Explanations of Learning
14 (Week 8)	Constructivist Views of Learning
15 (Week 8)	A Direct instruction Approach
16 (Week 9)	Creating Learning Environments
17 (Week 9)	Teaching Students with Additional Learning Needs
18 (Week 10)	Intelligence and Learning Differences
19 (Week 10)	Problem Solving I
20 (Week 11)	Problem Solving II
21 (Week 11)	Social Perspectives (Gender)
22 (Week 12)	Social Relationships
23 (Week 12)	Unit overview, assignment feedback and exam session information

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the

census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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

New Assessment Policy in effect from Session 2 2016 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/

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

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/

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.

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://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 outcomes

- The ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning.
- An understanding of some applications of Educational Psychology in classroom contexts.
- The ability to explore educational ideas and issues through research and critical analysis.
- Knowledge of a range of appropriate and engaging resources and materials to support students' learning.

Assessment task

- Assessment 1: Q&A

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 outcomes

- The ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning.
- An understanding of some applications of Educational Psychology in classroom contexts.
- The ability to explore educational ideas and issues through research and critical analysis.

Assessment tasks

- Assessment 1: Q&A
- Assessment 2: Essay
- Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- An understanding of some applications of Educational Psychology in classroom contexts.
- Knowledge of a range of appropriate and engaging resources and materials to support students' learning.

Assessment task

- Participation

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

- Factors within the learner and their environment that play a role in human development.
- An understanding of the basic theoretical concepts in the field of educational psychology.
- An understanding of some applications of Educational Psychology in classroom contexts.
- The ability to explore educational ideas and issues through research and critical analysis.

Assessment tasks

- Assessment 1: Q&A
- Assessment 2: Essay
- Assessment 3: Online quiz
- Assessment 4: Online Test
- Participation

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

- The ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning.

- An understanding of some applications of Educational Psychology in classroom contexts.
- The ability to explore educational ideas and issues through research and critical analysis.

Assessment tasks

- Assessment 1: Q&A
- Assessment 2: Essay
- Assessment 4: Online Test
- Participation

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

- The ability to critically reflect on relevant issues and theories on pedagogy in teaching and learning.
- An understanding of some applications of Educational Psychology in classroom contexts.
- The ability to explore educational ideas and issues through research and critical analysis.

Assessment task

- Assessment 2: 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:

Learning outcome

- Basic academic literacy skills in implementing a sustained and written argument.

Assessment tasks

- Assessment 1: Q&A
- Assessment 2: Essay
- Assessment 4: Online Test
- Participation

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:

Learning outcome

- An understanding of some applications of Educational Psychology in classroom contexts.

Assessment task

- Participation

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

- An understanding of some applications of Educational Psychology in classroom contexts.

Assessment task

- Participation

Changes from Previous Offering

Previously known as EDUC110 - Now known as EDUX105.