



# EDUC105

## Education: The Psychological Context

S1 External 2017

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor and main lecturer

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Contact via Email

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By appointment

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:

To develop an insight into factors within the learner and the environment that plays a role in human development.

To develop basic academic literacy skills in implementing a sustained and written argument.

To have an understanding of the basic theoretical concepts in the field of educational psychology.

To improve the understanding of some applications of educational psychology in

classroom contexts.

The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis

Building knowledge of a range of appropriate and engaging resources and materials to support students' learning

Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## General Assessment Information

ALL TASKS INCLUDING QUIZZES IN ON CAMPUS DAYS 1 and 2 MUST BE ATTEMPTED or you cannot achieve the unit outcomes.

The On Campus Day Quizzes INCLUDE GROUP WORK QUESTIONS

You will receive a GRADE range not a raw mark for Assessments 2 and 3.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Quiz During On Campus Day 1</u></a>	8%	No	During OCD 1
<a href="#"><u>Major essay</u></a>	35%	No	26/4
<a href="#"><u>Quiz During On Campus Day 2</u></a>	7%	Yes	On Campus Day 2
<a href="#"><u>Final Exam</u></a>	50%	No	Exam period

### Quiz During On Campus Day 1

Due: **During OCD 1**

Weighting: **8%**

The quiz gives you the opportunity to check your understanding about the requirements of the EDUC105 re unit outline, academic honesty and other assessment issues. It also has a group work component during this On Campus Day 1.

On successful completion you will be able to:

- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning
- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## Major essay

Due: **26/4**

Weighting: **35%**

An essay in an acceptable academic format (with proper APA referencing) linking theory with a classroom scenario.

On successful completion you will be able to:

- To develop an insight into factors within the learner and the environment that plays a role in human development.
- To develop basic academic literacy skills in implementing a sustained and written argument.
- To have an understanding of the basic theoretical concepts in the field of educational psychology.
- To improve the understanding of some applications of educational psychology in classroom contexts.
- The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis
- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning
- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## Quiz During On Campus Day 2

Due: **On Campus Day 2**

Weighting: **7%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This 40 minute quiz comprises 35 multiple choice questions based on lecture and textbook materials. It also has a group work component during the On Campus Day 2

On successful completion you will be able to:

- To develop an insight into factors within the learner and the environment that plays a role in human development.
- To have an understanding of the basic theoretical concepts in the field of educational psychology.

- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning
- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## Final Exam

Due: **Exam period**

Weighting: **50%**

Comprises of a combination of short and longer style questions.

On successful completion you will be able to:

- To develop an insight into factors within the learner and the environment that plays a role in human development.
- To have an understanding of the basic theoretical concepts in the field of educational psychology.
- To improve the understanding of some applications of educational psychology in classroom contexts.
- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning
- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## Delivery and Resources

iLearn site

2 RECORDED Lectures per week for 12.5 weeks

10 Tutorials covered in 2 COMPULSORY ON CAMPUS DAYS

Prescribed text

Library texts and resources on line and in reserve

## 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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.a>

[u/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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:

#### Assessment task

- Major essay

### 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

- To develop an insight into factors within the learner and the environment that plays a role in human development.

#### Assessment tasks

- Quiz During On Campus Day 1
- Final 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 outcomes

- To develop an insight into factors within the learner and the environment that plays a role

in human development.

- To develop basic academic literacy skills in implementing a sustained and written argument.
- To have an understanding of the basic theoretical concepts in the field of educational psychology.
- To improve the understanding of some applications of educational psychology in classroom contexts.
- The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis
- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning
- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## **Assessment tasks**

- Major essay
- Quiz During On Campus Day 2
- 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**

- To develop an insight into factors within the learner and the environment that plays a role in human development.
- To develop basic academic literacy skills in implementing a sustained and written argument.
- To improve the understanding of some applications of educational psychology in classroom contexts.
- The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis
- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning



- Improving the ability to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

## **Assessment tasks**

- Major essay
- Quiz During On Campus Day 2
- 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**

- To develop basic academic literacy skills in implementing a sustained and written argument.
- The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis
- Building knowledge of a range of appropriate and engaging resources and materials to support students' learning

## **Assessment tasks**

- Major essay
- Quiz During On Campus Day 2
- Final 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 outcomes**

- To develop basic academic literacy skills in implementing a sustained and written argument.

- The opportunity to develop the ability to explore educational ideas and issues through research and critical analysis

## Assessment tasks

- Quiz During On Campus Day 1
- Major essay
- Final Exam

## Changes from Previous Offering

There is a new policy for late extensions. See below.

## LATE PENALTIES and EXTENSIONS

Applications for extensions must be made via Ask MQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via [ask.mq.edu.au](https://ask.mq.edu.au). This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorized as unavoidable disruption according to the University definition of same, and currently available at:

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

**Late submissions without extension will receive a penalty of 5% reduction of the total possible mark (not assessed given mark) for each day late (including weekends and public holidays).** You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit conveners or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.