EDCN811

Educational Psychology and Practice

S1 Evening 2017

Department of Educational Studies

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor
Anne McMaugh
anne.mcmaugh@mq.edu.au
Contact via anne.mcmaugh@mq.edu.au
X5B274

Credit points
4

Prerequisites
Admission to MEd or PGDipEdS or GradCertEdS or MEdLead or MHEd or PGDipHEd or
PGCertHEd or GradCertHEd or MEChild or GradCertEChild or MTeach(Birth to Five Years) or
GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or
MChildLit

Corequisites

Co-badged status

Unit description
This unit explores recent developments in educational psychology and child development and
examines links to teaching and learning and other relevant workplace learning contexts. It
begins with an analysis of recent topical debates including topics such as the development of
motivation and engagement in students, student interactions and the emergence of cyber
bullying, and pedagogical debates surrounding applications of student-centred or direct
instruction pedagogies. In the seminars students extend their undergraduate study in the field
of educational psychology and conduct an independent study of a problem of practical or
theoretical significance by deeply engaging with relevant research and theory from a
psychological viewpoint. Students develop a research-based understanding of educational
psychology related to research or their workplace context.

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:

> A broad understanding of the discipline of educational psychology and selected current

issues and advancements in the field

The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

General Assessment Information

General Assessment Information

All assessment tasks must be written/spoken in formal academic English. Casual or informal language is not acceptable.

1. Reading Discussion Questions. These written reports (approx 750 words each) will be completed using the assigned iLearn submission tool.

2. Independent Study Synopsis. The synopsis must be submitted to the iLearn Turnitin portal as a Word (or similar software) written document. PDFs are not acceptable.

3. Independent Study Paper. The paper must be submitted through the iLearn Turnitin portal as a Word (or similar software) written document. PDFs are not acceptable.

4. Independent study presentation. This oral presentation will be completed using a standard form of software such as PowerPoint (or equivalent software) or Prezi. Your oral presentation will be embedded and supported by the software tool you choose. This function is available in both PowerPoint and Prezi. The software used must be freely and easily accessible to all students on any platform or browser, at no cost and no more than a single click on a weblink or PowerPoint to directly access the presentation. The presentation tool you use must not ask the viewer (e.g.students or Convenor) to install or download any software or add-ins in order to work.. If your presentation is not accessible you will be notified and given 24 hours to rectify the problem. The presentation will be submitted through a specified tool in iLearn.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ 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*. 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 categorised 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/

Late submissions without extension will receive a penalty of 5% reduction of the total possible 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 convenors 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

Please refer to the Disruption to Studies policy for further details: http://mq.edu.au/policy/

Assessment Tasks

Name	Weighting	Hurdle	Due
Reading Discussion Questions	30%	No	Various
Synopsis	10%	No	23rd March
Independent Study Topic Paper	40%	No	8th May
Independent Study Presentation	20%	No	Weeks 12-13

Reading Discussion Questions

Due: **Various**
Weighting: **30%**

Three critical reflections, addressing set reading questions, valued at 10% each

On successful completion you will be able to:

- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

Synopsis

Due: **23rd March**

Weighting: **10%**

Identification of a research question or problem and evidence of an initial literature search.

On successful completion you will be able to:
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

Independent Study Topic Paper

Due: **8th May**
Weighting: **40%**

A Literature review and report of independent study findings

On successful completion you will be able to:
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

Independent Study Presentation

Due: **Weeks 12-13**
Weighting: **20%**

A brief oral online presentation demonstrating practical application of solutions and knowledge arising from your Independent Study investigation; including a peer assessment and Convenor assessment component equally weighted at 10% each.

On successful completion you will be able to:
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Delivery and Resources

This unit is offered in Online and Evening modes. Evening mode classes are held on specified dates on **Tuesdays from 5-7pm.** Please check the timetable for specific dates and room location.

To accommodate both modes of learning this unit delivers weekly online seminar activities as well as independent study periods which require you to work independently and access the iLearn website* to participate in the unit. **Students in both Online and Evening modes will have online activities and assessment tasks to complete.**

*ILEARN WEBSITE

Macquarie University uses an online learning platform called iLearn to support all learners in both modes of study. The unit webpage can be found at http://ilearn.mq.edu.au. Students will need to use their student username and password to log in and then choose EDCN811 from their *My Online Units* menu. **Please note if you have problems accessing the website or any ICT related problems please use the iLearn help function or call the IT Services help desk.**

Unit Schedule

This unit commences in Week 1 of Semester 1.

Evening mode: The unit will hold several evening seminar classes which aim to support your learning. Please note that these classes do not completely replace the weekly learning you are expected to do by completing any weekly activities and readings as directed on the iLearn site. You should complete all weekly activities and submit assessments tasks online as directed. The evening classes will support your learning through peer to peer discussions of content, readings and learning from the activities you have been completing by yourself in the interim weeks between evening classes. If the evening class falls on a week with activities we will complete the activities in class.

Online mode: A weekly schedule of online learning activities will be provided for each learning module. This mode of study requires self-regulation by the learner to complete the readings and activities and submit all assessment tasks online as directed. The iLearn site will support your learning with postings of all activities in weekly updates; a peer discussion portal will be set up to discuss activities and readings; all other content will be accessible through the iLearn site.

Learning and Teaching Activities

Reading Questions Tasks

Online critical reflection and discussion questions

Synopsis

An early formative assessment task where you identify and outline the topic of your Independent Study

Independent Study Paper

An independent study topic report on a research or professional practice interest of your choice

Presentation

A report on the practical applications and implications arising from your independent study topic findings.

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_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.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

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/

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Reading Discussion Questions
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Reading Discussion Questions
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Reading Discussion Questions
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

Assessment tasks

- Reading Discussion Questions
- Independent Study Topic Paper
- Independent Study Presentation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational

problems with peers and present information in an academic and professional manner.

Assessment tasks

- Reading Discussion Questions
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Reading Discussion Questions
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

Changes from Previous Offering

Small changes have been made to the weightings of some assessment tasks.