



EDST101

Learning and Development: An Introduction for Educators

S2 External 2019

Department of Educational Studies

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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

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This is the foundation level unit in learning and development for all students in early childhood, primary, and secondary teaching programs. There are three areas of focus. First, the unit introduces learning, development, and systems theories to describe the cognitive, socio-emotional and physical growth of infants, children and adolescents. Second, the unit introduces techniques for identifying and critically analysing learning and development myths and contestable concepts in educational and developmental discourse. Third, the unit focuses on developing research skills. Students will develop an understanding of the theoretical concepts and research approaches used in learning and development research and will use these to describe developing learners and the contexts they interact with.

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:

Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Develop a preliminary understanding of the research approaches used in learning and development.

Identify and evaluate different academic and non-academic sources of information

describing the learning and development of infants, children, and adolescents.

Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.

Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.

Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

General Assessment Information

The four assessment tasks, together with the self- and peer-assessments, seek ongoing student engagement and both breadth and depth of understanding in relation to the unit's learning outcomes. They model both evidence-based learning practices and effective inclusive assessment practices used in educational environments.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit written assignments:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All written assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is available.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.
- 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.
- Students who are struggling to meet the deadlines for reasons other than serious and unavoidable disruption are encouraged to discuss the issue with their tutor who will then bring it to the attention of the convenor. In exceptional circumstances, an alternative assessment schedule and tasks may be allowed.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher, a lower or an unchanged grade**.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at **all** assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.m>

q.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Survey participation	5%	No	multiple
Critical evaluation	15%	No	Week 5
Case Study Report	40%	No	30/9/2019
Final exam - take home	40%	No	exam date

Survey participation

Due: **multiple**

Weighting: **5%**

Students participate in five anonymous surveys examining features of the learner and approaches to learning (i.e., the “Annual Survey”). This task has an alternative low-risk literature reflection task attached for students who opt out of survey participation.

On successful completion you will be able to:

- Develop a preliminary understanding of the research approaches used in learning and development.

Critical evaluation

Due: **Week 5**

Weighting: **15%**

Consider what you have learned and know so far about learning and develop your personal theory of learning. Your theory should address at least some (**but not all**) of the following questions: What is learning (definition)? What changes when we learn? Is there a good metaphor for learning as you understand it? What causes individual differences in learning? How are learning difficulties explained? How may a person’s linguistic and cultural background influence learning? How can physical environment influence learning? You can use journal

articles, text books or any other reference materials to help you, but your task is to develop your own personal theory of learning that you believe in at the moment. Format: audio/video presentation (10 to 15minutes) or a paper (max 1000 words).

On successful completion you will be able to:

- Develop a preliminary understanding of the research approaches used in learning and development.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

Case Study Report

Due: **30/9/2019**

Weighting: **40%**

Case study research report applying observational research skills to one aspect of learning and physical, social, or intellectual development. Format: audio/video presentation (15 to 20 minutes) or a paper (max 1500 words). Both presentations and the papers should include an introduction, a description of the observation method used, the results, and a discussion section.

On successful completion you will be able to:

- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).
- Develop a preliminary understanding of the research approaches used in learning and development.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Final exam - take home

Due: **exam date**

Weighting: **40%**

Assessment of: (i) students' knowledge and application of learning and development concepts, and (ii) students' ability to critically analyse information the physical, social, and intellectual

development of the learner. Vignettes depicting features of learning, development, and environment, including those experienced by Aboriginal and Torres Strait Islander students, will be used in the first section of the exam, while information sources with incomplete or conflicting information will be used in the second.

On successful completion you will be able to:

- Develop a preliminary understanding of the research approaches used in learning and development.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Delivery and Resources

Compulsory Text:

Weinstein, Y., Sumeracki, M. & Caviglioli, O. (2019) Understanding How We Learn: A Visual Guide. London: Routledge. ISBN: 978-1-138-56172-4 for paperback and 978-0-203-71040-3 for ebook that works with text-to-speech software.

Recommended Readings:

Students will read and compare selected chapters from multiple possible sources available to them online or in library. These can include:

Duchesne, S. & McMaugh, A. (2016). *Educational Psychology for Learning and Teaching*(5thed.) Cengage.

Bremner, J. G. & Wachs, T. D. (2010). *The Wiley-Blackwell Handbook of Infant Development: Volumes 1 & 2*. Oxford: Blackwell Publishing Ltd.

Dumont, H., Istance, D., & Benavides, F. (eds.) (2010). *The Nature of Learning: Using Research to Inspire Practice*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264086487-en>

Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2014). Improving students' learning with effective learning techniques: Promising directions from cognitive and

educational psychology. *Psychological Science in the Public Interest*, 14(1), 4 – 58

Goswami, U. (ed). (2011) *The Wiley-Blackwell Handbook of Childhood Cognitive Development*(2nded.). Oxford: Blackwell Publishing Ltd.

Guerriero, S. (ed.) (2017). *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264270695-en>

Nagel, M. C. & Scholes, L. (2016). *Understanding Development and Learning: Implications for Teaching*. South Melbourne: Victoria Oxford University Press.

OECD (2016). *Low-Performing Students: Why They Fall Behind and How To Help Them Succeed*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264250246-en>

OECD (2015). *Immigrant Students at School: Easing the Journey towards Integration*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264249509-en>

OECD (2012). *Let's Read Them a Story! The Parent Factor in Education*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264176232-en>

OECD (2007). *Understanding the Brain: The Birth of a Learning Science*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264029132-en>

Smith, P. K. & Hart, C. H. (ed.) (2011). *The Wiley-Blackwell Handbook of Childhood Social Development*(2nded.). Oxford: Blackwell Publishing Ltd.

Wright, J. D. (Ed.). (2015). *International Encyclopedia of the Social & Behavioral Sciences*(2nded.) ISBN: 978-0-08-097087-5. Relevant sections on:

- developmental psychology
- education
- motivational psychology

Unit Schedule

Lectures start July 29.

The three On-Campus days are September 18-20. Each day will start with a compulsory school visit and then continue on campus with learning activities.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)

- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.

Assessment tasks

- Critical evaluation
- Final exam - take home

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

- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social

environments.

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Assessment tasks

- Survey participation
- Critical evaluation
- Case Study Report
- Final exam - take home

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:

Assessment tasks

- Survey participation
- Final exam - take home

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

- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).
- Develop a preliminary understanding of the research approaches used in learning and

development.

- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Assessment tasks

- Critical evaluation
- Case Study Report
- Final exam - take home

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

- Develop a preliminary understanding of the research approaches used in learning and development.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants,

children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Assessment tasks

- Critical evaluation
- Case Study Report
- Final exam - take home

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

- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).
- Develop a preliminary understanding of the research approaches used in learning and development.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

Assessment tasks

- Case Study Report
- Final exam - take home

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

- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).
- Identify and evaluate different academic and non-academic sources of information

describing the learning and development of infants, children, and adolescents.

Assessment tasks

- Critical evaluation
- Case Study Report
- Final exam - take home

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 outcomes

- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Assessment task

- Case Study Report

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 outcomes

- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

Changes since First Published

Date	Description
25/07/2019	Three to five surveys