



EDUC262

Education: The Learner

S2 External 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Signe Duff

Contact via Dialogue

2 First Walk 614

Consultation by appointment.

Convenor

Emma Sutherland

Contact via Dialogue

29WW 348

Consultation by Appointment.

Guest Lecturer

Penny Van Bergen

Contact via Dialogue

Tutor

Karen Kelly

Contact via Dialogue

Tutor

Susan Markose

Contact via Dialogue

Tutor

Michael Pulciani

Contact via Dialogue

Tutor

Stefan Roberts

Contact via Dialogue

Signe Duff

signe.duff@mq.edu.au

Credit points

3

Prerequisites

(12cp at 100 level or above including EDUC105 or PSYC104) or ((EDUC107 or EDUC105) and 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 peerreviewed 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.

General Assessment Information

Assessment Presentation and Submission Guidelines

Written assignments should be prepared using appropriate word processing software.

Assignments should not be handwritten. Please follow these guidelines when you submit each assignment:

- 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 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.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.
- 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.
- 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, unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

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: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>. 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.

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

Grade	Descriptor
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<p>HD (High Distinction)</p>	<p>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.</p>
<p>D (Distinction)</p>	<p>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.</p>
<p>Cr (Credit)</p>	<p>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>
<p>P (Pass).</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

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.mq.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.

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.

Please note:

- Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>IN-LECTURE QUIZ</u>	20%	No	Week 7
<u>RESEARCH REPORT</u>	40%	No	22/10/2019
<u>FINAL EXAMINATION</u>	40%	No	exam period

IN-LECTURE QUIZ

Due: **Week 7**

Weighting: **20%**

Quiz Date:

Week 7 Wed, Sept 11 (internal students) & Week 7 Sat, Sept 14 (external students)

The in-lecture quiz comprises 25 multiple-choice questions, each with four alternatives. It assesses your understanding and application of Week 3-6 content. The quiz takes 30 minutes.

For external students, the quiz will be completed at the beginning of the first On Campus Day. For internal students, the class quiz will be held during the 12pm Wednesday lecture in Week 7. This will require lecture attendance for any internal students who usually listen to iLecture.

Please note: if you are in a mixed-mode enrolment (internal tutorials with iLecture), you must register to indicate whether you will sit the quiz (i) during the Wednesday lecture with internal students, or (ii) at the beginning of the On Campus Day with external students. A registration sheet will be placed on iLearn closer to the time. You must attend one of these two sittings.

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: **22/10/2019**

Weighting: **40%**

Due Date: Week 11 Tues, Oct 22

Length: 1500 words

Education is a scholarly discipline, and research is critical. Good teachers use research findings as part of an everyday evidence-based approach to practice, and conduct their own research to troubleshoot problems that occur (Cochran-Smith & Lytle, 1999; Everton et al., 2002). To ensure that we develop strong educational research skills amongst our EDUC262 cohort, we will conduct our own **research project examining an educational psychology topic**.

The research process

1. You will personally collect data from one learner aged 5 to 15, using the interview prompts provided. You may work alone or in pairs to collect your data.
2. We will pool all of the data for each topic, so that everyone in EDUC262 has access to a large dataset to write their reports from. Coding practice will be provided in tutorials.
3. You will write a structured research report outlining the research question and findings. Your report must be completed independently.

Writing your report

1. We will provide a research report template on iLearn. This reduces the working memory load related to the report structure, and allows you to attend to the report content itself.
2. We will write some sections of the report for you. These are pre-filled in the research report template on iLearn. You simply fill in the rest.
3. We have developed an iLearn site called ResearchEd, which contains a full writing guide and additional resources. The site was built in collaboration with former EDUC262 students, for current students. This is a work in progress: feedback is welcome!

Referencing

You are expected to use APA referencing style in your research report. An APA referencing guide can be accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 6. If you would like additional assistance, the following website is also particularly useful: <http://owl.english.purdue.edu/owl/resource/560/10/>

Word count

State your word count on your title page. Reports that exceed the word limit by 10% or more will be penalised. The reference list is not counted in the word limit, but (i) in-text references and (ii) pre-filled sections on the report-writing template both are.

A note on Turnitin

As below, all assignments are submitted digitally to Turnitin. A Turnitin submission link will be posted to iLearn. You must ensure you have uploaded the correct file. If you upload the incorrect file, you will lose late marks until the correct file is uploaded.

Please note that your turnitin score may be higher for this assignment than for some others, because some sections of the report are shared by all students in the unit. We are not at all concerned by matches for these sections: please do not panic about these! However, inadvertent instances of plagiarism should be fixed immediately.

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.
- 4. Access appropriate psychological or educational literature, including peerreviewed 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 EXAMINATION

Due: **exam period**

Weighting: **40%**

The final exam, held in the formal examination period, is 2 hours long plus reading time. It is designed to test your ability to apply conceptual knowledge developed throughout the unit, and will include:

- Ten short answer questions (20 marks)
- Two extended response questions (20 marks)

You will be given a list of six questions in the final lecture, from which the two extended response questions will be chosen. All modules will be examinable.

Exam timing

- Please view the exam timetable at <http://www.timetables.mq.edu.au/exam>. The exam timetable does not typically become available until the midsession holidays. Once it is available, please mark the date in your calendar.
- Please note: EDUC262 teaching staff do not have any power to change the date and do

not know the date in advance.

- You are expected to present yourself for examination at the time and place designated in the exam timetable.

Failure to attend

- Macquarie University policy requires that no early examinations be set for individuals. Late examinations are only given in exceptional circumstances. Please **do not book holidays** until you have seen the Exam Timetable.
- The only exception to not sitting an examination at the designated time is because of documented illness or unexpected and unavoidable misadventure. In these circumstances you must apply for Disruption to Studies **as soon as feasible**.

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

Student workload

Before commencing EDUC262, please read this outline very carefully and ensure that you can meet all requirements, including unit requirements, attendance requirements, and assessment requirements (please see below, "unit requirements"). We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit.

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying EDUC262. Study includes attending or listening to lectures, attending tutorials, completing recommended readings, completing assignments, and using the unit's iLearn site. Independent study is strongly encouraged in EDUC262.

Textbook and readings

Optional textbook

There are no prescribed textbooks for this unit. If you would like an additional resource to guide your study, please consider using the following textbook:

- Duchesne, S., and McMaugh, A. (2015). Educational Psychology for Learning and Teaching (5th ed). Melbourne: Cengage.

If you do choose to purchase this textbook, please use the recommended section headings in the textbook for guidance. Because the textbooks are not compulsory, there are no set pages to read. You will not be examined on textbook content: it is simply a guide to assist you.

Expected and optional readings

Some weeks have additional readings and other resources posted on iLearn. These will be identified as expected or optional.

- Expected readings/resources may be examinable, and all students should engage with these (note that you will never be asked to remember author names, dates, etc: we are interested only in the core research ideas and how they apply to education).
- Optional readings/resources are not examinable but will likely enhance your understanding of concepts discussed in class.

iLearn

This unit has a full web presence through iLearn. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices, activities, materials, and guides to assist your study. Please check iLearn before emailing questions to your convener or tutor.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

- No extensions will be given for any technical issues. Allow enough time for your submissions.
- Assistance is available from the IT Helpdesk. Please ph: 1800 67 4357.

- Assistance is also available from OneHelp, an online IT support service for students and staff. Please go to: help.mq.edu.au.

Unit structure and attendance

This unit comprises (i) two one-hour lectures weekly, and (ii) a one-hour tutorial weekly OR two "On Campus Days". In the tutorial you will discuss issues and questions arising from the lectures and prescribed readings. You are expected to base your arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials.

Lectures

There are two lectures per week: Wednesday 12-1 pm and Friday 10-11am. Both lectures are held at 21 Wally's Walk (21WW) Macquarie Theatre. Lectures are recorded and available later on Echo360. Lectures include core unit content about the learner, and are interspersed with occasional lecture activities to provide a more engaging experience.

Copies of the lecture slides are available in advance of lectures from iLearn. Lecture slides will be posted each Monday. PowerPoint slides are available on iLearn. Whether you are attending the lecture in person or listening on Echo360, it is recommended that you have a printed copy of the slides in front of you. This enables you more time to encode the relevant content and to take only those notes that will help you learn (i.e., without scribing every word). In-person lecture attendance is optional, but strongly encouraged. In-person attendance is the easiest way to keep up with the material, has been shown in research to predict higher grades, and also enables you to ask questions and reflect as you go.

If you are unable to attend lectures, it is extremely important that you access the lecture recording soon after. Lectures are available through Echo in iLearn from the following link: <http://i.learn.mq.edu.au>. You must listen to the previous week's lectures before your next tutorial or on campus day. You are welcome to post questions or comments about the lecture via iLearn.

Tutorials / On Campus Days

Attendance at tutorials/on campus days is expected and attendance will be recorded. The activities completed are essential for consolidating knowledge about the learner, building educational research skills, and considering classroom implications. Full attendance enables you to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

- **Internal students.** Internal students attend a one-hour tutorial each week. You must attend all tutorials. You should attend the class you are enrolled on e-student. While we understand the stresses of juggling university, work, and family, it is unfortunately not possible to attend classes that are already full. All changes must be made via e-student.

Unit staff cannot make changes for you. In your tutorials you will engage in small group activities and whole class discussion focused on (i) the consolidation and application of lecture content about the learner, and (ii) the development of educational research skills. In some instances, you may be asked to complete some prep work in advance.

- **External students.** You must attend both on-campus days. These will be held on Saturday 14 September and Saturday 19 October. You are expected to stay for the full day. Please do not enroll in external mode if you cannot attend both days in full. In your two on campus days you will complete the same tutorial activities as the internal students complete across 10 weeks. On the first on campus day you will also complete your in-lecture quiz.
- **All students.** You are also expected to participate in the activities designed for you. This means taking part in group or class discussions, reading the weekly material in advance, and completing activities as individuals, pairs, and groups.

Illness and misadventure

It is your responsibility to communicate with your tutor regarding attendance. If you attend a one-off make-up tutorial, you should advise tutors by email so your attendance is recorded correctly, and also introduce yourself to the tutor whose class you attend (please explain that you are attending as a one-off make-up class only and check they have space to include you). With the exception of attending a make-up tutorial, make-up work is not available in this unit. If your attendance at an expected tutorial/on campus day is affected by illness or misadventure and you are unable to attend a make-up class, you should apply for special consideration via ask.mq.edu.au.

Unit Schedule

All classes for this unit begin in Week 3. This includes lectures and tutorials (many students have practicum placement in Weeks 1 and 2). Please see iLearn for any Week 1 and 2 activities that may be recommended or required.

Week		Lecture 1	Lecture 2	Tutorial
1	Jul 29	<i>Professional Experience (no classes)</i>		
2	Aug 5	<i>Professional Experience (no classes)</i>		
3	Aug 12	Information processing	Attention	Attention and memory
4	Aug 19	Working memory	Long term memory I	Research methods/ assignment prep
5	Aug 26	Long term memory II	Encoding strategies	Memory applications

6	Sept 2	Retrieval strategies	Metacognition	Research methods/ Assignment prep
7*	Sept 9	IN LECTURE QUIZ	"Mindset" beliefs	Mindset applications
8	Sept 30	Motivation I	Motivation II	Motivating students
9	Oct 7	Emotions and learning	Relationships and learning	Forming positive emotional bonds
10	Oct 14	Mental health I	Mental health II	Health applications
11	Oct 21	Understanding of self	Understanding of others	Self and others
12	Oct 28	Application: myth busters!	Application: self regulation	Educational myths
13	Nov 4	Classroom applications	Overview of exam requirements	Education applications

**The 2 week midsession break is between Week 7 and 8 (Sept 16 to Sep 29). Please take this opportunity to work through the ResearchEd iLearn site for Assessment III.*

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

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

Department Procedures

Attendance for undergraduate units

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

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

- 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 task

- RESEARCH REPORT

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

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

Assessment tasks

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

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

- 4. Access appropriate psychological or educational literature, including peerreviewed 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

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

Assessment tasks

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

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;

- 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.
- 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

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

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 peerreviewed 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.

Assessment tasks

- RESEARCH REPORT
- FINAL EXAMINATION

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

- 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.
- 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 EXAMINATION