



# EDUC105

## Education: The Psychological Context

S1 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 Convenor and main lecturer Wayne Leahy <a href="mailto:wayne.leahy@mq.edu.au">wayne.leahy@mq.edu.au</a> Contact via Email Bldg X5B Office 355 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:

1. To develop an insight into factors within the learner and the environment that plays a role in human development.
2. To develop basic academic literacy skills in implementing a sustained and written argument.
3. To develop an understanding of the basic theoretical concepts in the field of educational psychology.
4. To develop the understanding of some applications of educational psychology in

classroom contexts.

5. To develop the ability to explore educational ideas and issues through research and critical analysis

6. To develop knowledge of a range of appropriate and engaging resources and materials to support students' learning

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

## **General Assessment Information**

This section provides students with general information about assessment tasks and how to submit them.

**ALL TASKS INCLUDING PAPER BASED QUIZ ON CAMPUS DAYS 1 and 2 MUST BE ATTEMPTED or you cannot achieve the unit outcomes.**

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

#### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit the essay:

- 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 word.doc
- 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 made available in the unit.
- 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 untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

#### **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/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

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#### **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-plan-ning-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
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<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Paper based quiz</a>	5%	No	During On Campus Day 1

Name	Weighting	Hurdle	Due
<u>Major essay</u>	30%	No	27/4
<u>Paper based quiz</u>	15%	No	During On Campus Day 2
<u>Final Exam</u>	50%	No	Exam period

## Paper based quiz

Due: **During On Campus Day 1**

Weighting: **5%**

In this task you will be assessed on your understanding about the requirements of the EDUC105 re unit outline, academic honesty and other assessment issues. (Open book)

On successful completion you will be able to:

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

## Major essay

Due: **27/4**

Weighting: **30%**

In this task you will be assessed on your ability to compose a 1300 word essay in an acceptable academic format (with proper APA referencing) linking theory and classroom practice.

On successful completion you will be able to:

- 1. To develop an insight into factors within the learner and the environment that plays a role in human development.
- 2. To develop basic academic literacy skills in implementing a sustained and written argument.
- 3. To develop an understanding of the basic theoretical concepts in the field of educational psychology.
- 4. To develop the understanding of some applications of educational psychology in classroom contexts.
- 5. To develop the ability to explore educational ideas and issues through research and critical analysis
- 6. To develop knowledge of a range of appropriate and engaging resources and

materials to support students' learning

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

## Paper based quiz

Due: **During On Campus Day 2**

Weighting: **15%**

In this task you will be assessed on your ability to complete 35 multiple choice questions within 40 minutes based on lecture and textbook materials. (Open book).

On successful completion you will be able to:

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

## Final Exam

Due: **Exam period**

Weighting: **50%**

In this task you will be assessed on your ability to answer a combination of short and longer style questions based on lectures and the textbook. General topic areas will be given in the final lecture.

On successful completion you will be able to:

- 1. To develop an insight into factors within the learner and the environment that plays a role in human development.
- 2. To develop basic academic literacy skills in implementing a sustained and written argument.
- 3. To develop an understanding of the basic theoretical concepts in the field of educational psychology.
- 4. To develop the understanding of some applications of educational psychology in



classroom contexts.

- 5. To develop the ability to explore educational ideas and issues through research and critical analysis

## **Delivery and Resources**

SEE iLearn site

2 RECORDED Lectures per week for 12.5 weeks

10 Tutorials covered in 2 COMPULSORY ON CAMPUS DAYS Sat 6/4 and Sat 18/5

Prescribed text

Library texts and resources on line and in reserve

### **Required and recommended texts**

Duchnese, S. & Mc Maugh, A. *Educational Psychology For Learning and Teaching*. Published by Cengage Learning. Edition 5.

### **Information about the unit iLearn site**

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### **Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. You MUST listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture.

### **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/](http://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 IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

### **Structure**

The unit comprises two one-hour lectures and 2 on campus days. In the tutorial students will discuss complete a quiz and group activities issues and questions from the lectures. Attendance at on campus days for external students is expected.

During the on campus days, students are required to participate in small group activities, whole class discussion, to listen to the lectures up the day in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

## Unit Schedule

Date of recording	Topic	Lecture Topic
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25/2	Introduction to the unit / academic integrity / unit requirements	1
28/2	What is Educational Psychology?	2
4/3	Child development over time	3
7/3	Cognitive development I (Piaget)	4
11/3	Cognitive development II (Piaget)	5
14/3	Cognitive development I (Vygotsky)	6
18/3	Cognitive development II (Vygotsky)	7
21/3	Moral Development	8
25/3	The essay	9
28/3	Social development	10
1/4	Adolescence I	11
4/4	Behavioral Explanations of Learning	12
8/4	Adolescence II	13
11/4	Humanistic Explanations of Learning	14
	<b>Mid semester break 15/4 to 28/4</b>	
29/4	Inclusive education	15
2/5	Constructivist Views of Learning	16
6/5	A Direct Instruction Approach	17
9/5	Intelligence and Learning Differences	18
13/5	Problem Solving	19
16/5	Geary's theory of evolutionary cognition	20
20/5	Language development	21
23/5	Contemporary educational terminology	22

## 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Activities completed during 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 on campus days is expected and the roll will be taken.

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 if given and listen to lecture topics before completing tasks and attending on campus days

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

### **External Students**

1. The on-campus sessions on (Sat 6/4 and Sat 18/5) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

### 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

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

## Assessment tasks

- Major essay
- Paper based quiz

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

## Assessment tasks

- Paper based quiz
- Major essay
- Paper based quiz
- 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**

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

## **Assessment tasks**

- Paper based quiz
- Major essay
- Paper based quiz
- 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**

- 2. To develop basic academic literacy skills in implementing a sustained and written argument.
- 5. To develop the ability to explore educational ideas and issues through research and critical analysis



- 6. To develop knowledge of a range of appropriate and engaging resources and materials to support students' learning

## **Assessment tasks**

- Paper based quiz
- Major essay
- Paper based quiz

## **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**

- 2. To develop basic academic literacy skills in implementing a sustained and written argument.
- 5. To develop the ability to explore educational ideas and issues through research and critical analysis

## **Assessment tasks**

- 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.

## Changes since First Published

Date	Description
13/02/2019	This updated version has some additional description of Dept Of Educational Studies policy and assessment tasks.