EDUC1050

Education: The Psychological Context

Session 1, Infrequent attendance, North Ryde 2020

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
Lecturer
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Contact via via email
29WW 273
By appointment

Credit points
10

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:

ULO1: Demonstrate an understanding of factors within the learner and the environment that plays a role in human development.

ULO2: Demonstrate an understanding of the basic theoretical concepts in the field of educational psychology.

ULO3: Demonstrate an understanding of some applications of educational psychology in classroom contexts.

ULO4: Demonstrate an understanding of educational ideas and issues through research

and critical analysis.

ULO5: Demonstrate an understanding of basic academic literacy skills in implementing a sustained and written argument.

ULO6: Demonstrate an understanding of a range of appropriate and engaging resources and materials to support students' learning.

ULO7: Demonstrate an understanding of how to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult iLearn for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

General Assessment Information

On Line Low Stakes Quiz

Due: 25/03/2020

Weighting: 5%

In this task you will be assessed on your understanding about the requirements of EDUC105 unit outline, academic honesty and other assessment issues. This Assessment Task relates to the following Learning Outcomes:

- 5. To demonstrate an understanding of basic academic literacy skills in implementing a sustained and written argument.

- 6. To demonstrate an understanding of a range of appropriate and engaging resources and materials to support students' learning.

Major essay

Due: 29/04/2020

Weighting: 30%

In this task you will be assessed on your ability to compose a 1000 word essay in an acceptable academic format (with proper APA referencing) linking theory with classroom practice. More information about this assessment will be provided in a separate document and in Lecture 11. This Assessment Task relates to the following Learning Outcomes:

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

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 Line Multiple Choice Quiz

Due: 14/05/202

Weighting: 15%

In this task you will be assessed on your ability to complete a 40 minute online quiz comprises of 35 multiple choice questions based on lectures (up to Lecture 18 topics). This Assessment Task relates to the following Learning Outcomes:

- 1. To demonstrate an understanding of factors within the learner and the environment that plays a role in human development.
- 2. To demonstrate an understanding of the basic theoretical concepts in the field of educational psychology.
- 6. To demonstrate an understanding of a range of appropriate and engaging resources and materials to support students' learning.
- 7. To demonstrate an understanding of how 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 complete a major exam comprising of a combination of short and longer style questions. All material is testable. This Assessment Task relates to the following Learning Outcomes:

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

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: EDUC1050 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.

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Assessment Presentation and Submission Guidelines

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.
- 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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Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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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-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.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.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Prescribed text:- There is no required textbook for this course. Weekly assigned readings will be accessible online via iLearn.

Library texts and resources are on line and in reserve through MQU Library

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, including a reading template and guide to lecture note taking 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 if you do not attend these 'live'. PowerPoint slides are available in iLearn before the lectures.

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 IT Helpdesk ph: 1800 67 4357, or log a request at 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

This unit comprises weekly two one-hour lectures. There will also be weekly online tasks related to the lectures (unmarked). These tasks are to ensure student engagement and will be related to the on-campus day activities. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

In summary, students are required to participate in small group activities, whole class discussion, and to complete brief tasks either as individuals, in groups or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit ILearn site.

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult iLearn for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

This unit comprises (i) two one-hour lectures weekly, and (ii) two "On Campus Days". The On Campus Days are **Saturday 28/3 and 16/5**

Lectures

Lectures are available through Echo in iLearn from the following link: http://ilearn.mq.edu.au. PowerPoint slides are available on iLearn in advance of the weekly lecture and/or re available in the Active Learning Tool. You must listen to the previous lectures before your on campus days. You are welcome to post questions or comments about the lecture via iLearn.

On Campus Days

Attendance at 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.

- External students. You must attend the on-campus day. This will be held on Saturday **Saturday 28/3 and 16/5**. You are expected to stay for the full day. Please do not enroll in external mode if you cannot attend both days in full.

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.

Date of recording	Lecture Topic	Lecture Number
24/2	Introduction to the unit / academic integrity / unit requirements	1
25/2	What is Educational Psychology?	2
2/3	Piaget 1	3
3/3	Piaget 2	4
9/3	Vygotsky 1	5
10/3	Vygotsky 2	6
16/3	Child Development	7
17/3	Adolescent Development 1	8
23/3	Adolescent Development 2	9
24/3	Social Development	10
30/3	The Essay	11
31/3	Social Cognitive Theory	12
6/4	Self Determination Theory	13
7/4	Expectancy Value Theory	14
27/4	Cognitive Load Theory	15

28/4	Geary's Theory of Evolutionary Cognition	16
4/5	Behavioral Explanations of Learning	17
5/5	Humanistic Explanations of Learning	18
11/5	Constructivists Views of Learning	19
12/5	Direct Instruction Approach	20
18/5	Problem Solving	21
19/5	Inclusive Education	22
25/5	Intelligence and Individual Differences	23
26/5	Contemporary Ed. Terminology	24
1/6	Unit Overview	25

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). 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.)*

Students seeking more policy resources can visit the 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).

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

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

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

External Students

1. The on-campus sessions on (28/3 and 16/5) 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.

On campus sessions: The on campus sessions for this year are on:

Day1: 28/3 (9:00-5:00)

Day2: 16/5 (9:00-5:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.

Changes from Previous Offering

Required textbook is no longer required

Graduate Capabilities of EDUC105

Problem Solving 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

- 4. To demonstrate an understanding of educational ideas and issues through research and critical analysis.
- 5. To demonstrate an understanding of basic academic literacy skills in implementing a sustained and written argument.
- 6. To demonstrate an understanding of a range of appropriate and engaging resources and materials to support students' learning.

Assessment tasks

- Major essay
- On Line Multiple Choice Quiz
- Final Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms

effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 4. To demonstrate an understanding of educational ideas and issues through research and critical analysis.
- 5. To demonstrate an understanding of basic academic literacy skills in implementing a sustained and written argument.

Assessment tasks

- Major essay
- Final Exam

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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

resources and materials to support students' learning.

- 7. To demonstrate an understanding of how to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

Assessment tasks

- On Line Low Stakes Quiz
- Major essay
- On Line Multiple Choice 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 demonstrate an understanding of factors within the learner and the environment that plays a role in human development.
- 3. To demonstrate an understanding of some applications of educational psychology in classroom contexts.
- 4. To demonstrate an understanding of educational ideas and issues through research and critical analysis.
- 5. To demonstrate an understanding of basic academic literacy skills in implementing a sustained and written argument.
- 6. To demonstrate an understanding of a range of appropriate and engaging resources and materials to support students' learning.
- 7. To demonstrate an understanding of how to critically reflect on relevant issues and terminology for pedagogy in teaching and learning.

Assessment tasks

- Major essay
- On Line Multiple Choice Quiz
- Final Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment task

- Major essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- 1. To demonstrate an understanding of factors within the learner and the environment that plays a role in human development.

Assessment task

- On Line Low Stakes Quiz