



# EDST1010

## Learning and Development: An Introduction for Educators

Session 2, Special circumstance 2020

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Convenor

Rauno Parrila

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211 29 Wally's Walk

Tuesday 9-11

Senior Tutor

Poulomee Datta

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

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

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including

Aboriginal and Torres Strait Islander epistemologies.

**ULO2:** Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.

**ULO3:** Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents in different social environments.

**ULO4:** Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

**ULO5:** Develop a preliminary understanding of the research approaches used in learning and development.

**ULO6:** Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

## General Assessment Information

### School visits

Due to Covid-19 restrictions, the three school visit tasks are replaced in 2020 with three scenario-based learning tasks and observation tasks. These will be completed on August 10, August 24 and September 7. We will provide detailed instructions on iLearn.

### 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

- Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late

submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- 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.

## 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.

## 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.

## 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Survey participation and reflective response</a>	5%	No	17.8.2020
<a href="#">Early Childhood Care Centre visit and observation</a>	0%	Yes	10.8.2020
<a href="#">Primary school visit and observation</a>	0%	Yes	24.8.2020
<a href="#">Critical evaluation of learning</a>	15%	No	31.8.2020
<a href="#">High school visit and observation</a>	0%	Yes	7.9.2020
<a href="#">Portfolio of learning products</a>	40%	No	12.10.2020
<a href="#">Final take home exam</a>	40%	No	13.11.2020

## Survey participation and reflective response

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **17.8.2020**

Weighting: **5%**

Participate in five anonymous surveys examining features of the learner and approaches to learning (i.e. the “Annual Survey”). This task has an alternative low-risk literature reflection task attached for students who opt out of survey participation. [LO5]

On successful completion you will be able to:

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

## Early Childhood Care Centre visit and observation

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **10.8.2020**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students will complete a supervised visit to an Early Childhood Care Centre and complete an observation task specific to learning of infant and toddlers.

On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

## Primary school visit and observation

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **24.8.2020**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students will complete a supervised visit to a primary school and complete an observation task specific to learning of primary school children.

On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

## Critical evaluation of learning

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **31.8.2020**

Weighting: **15%**

Consider what you have learned and know so far about learning and develop your personal theory of learning. Your theory should address at least some (but not all) of the following questions: What is learning (definition)? What changes when we learn? Is there a good metaphor for learning as you understand it? What causes individual differences in learning? How are learning difficulties explained? How may a person's linguistic and cultural background influence learning? How can physical environment influence learning? Format: audio/video presentation (10 minutes) or a paper (max 1000 words).

On successful completion you will be able to:

- Develop an initial understanding of how the learning and development of infants, children, and adolescents are explained in different theoretical frameworks, including Aboriginal and Torres Strait Islander epistemologies.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.

## High school visit and observation

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 3 hours

Due: **7.9.2020**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students will complete a supervised visit to a high school and complete an observation task specific to learning of adolescents.



On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

## Portfolio of learning products

Assessment Type <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **12.10.2020**

Weighting: **40%**

Students will complete four small assessment tasks with the following foci: 1. Definitions of learning and development in different theories; 2. How the theories explain the learning of Indigenous students in different contexts; 3. How can we study learning and development; and 4. How to systematically observe learning in different educational settings. The first three components have multiple response formats (individual exam, individual or small group presentation, individual or small group written submission). The last component requires an individual written submission.

On successful completion you will be able to:

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

## Final take home exam

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **13.11.2020**

Weighting: **40%**

Assessment of: (i) students' knowledge and application of learning and development concepts, and (ii) students' ability to critically analyse information the physical, social, and intellectual development of the learner. Students will rewrite their Assignment 2 personal learning theory to include information learned during the term. Vignettes depicting features of learning, development, and environment, including those experienced by Aboriginal and Torres Strait Islander students, will be handed to students and need to be incorporated into examples. Format: audio/video presentation (15 minutes) or a paper (max 1500 words).

On successful completion you will be able to:

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

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## **Delivery and Resources**

### Required and recommended texts

#### **Required textbook:**

Weinstein, Y. & Sumeracki, M. (2019). Understanding how we learn: A visual guide. London:

Routledge. (If you google the title, you will get a lot of purchase options. I recommend you get an electronic copy as you will need the book already in Week 1. eBook ISBN is 9780203710463).

## **Recommended (and some required) readings:**

Leganto has a lot of readings for this class organised by weeks. Some of those readings you will be required to access, but we will tell you each week what readings are required and what are additional .

## **Structure**

In 2020, EDST1010 is delivered in blended format for some of you and fully online for others. In blended format, the tutorials are on campus but the rest of the learning activities are online; in online format, everything is online. All students will need regular access to a computer and the internet to complete this unit as weekly access to iLearn is compulsory for all students.

The typical week in EDST1010 consist of learning activities in iLearn followed by quizzes that you are expected to complete in the given order. The design principle is that of mastery learning -- you can move forward only once you have achieved a sufficient level of mastery of the previous material. The quizzes are simply pass/fail, and if you fail the first time, you can try again after reviewing the material you had not learned. Each week you can move through the learning activities at your own pace, but we highly recommend that you do not fall behind.

Most weeks have two kinds of learning activities: 10-25 minute videos and readings and both come with their own quizzes. During some weeks we ask you to watch the videos first and then do the readings, during other weeks they may be interleaved or in the opposite order. In all instances, you just need to follow the order provided and complete the activities.

Tutorials include additional learning tasks aim at deepening your learning and that are heavily focused on building the skills you need to effectively complete the assignments for this unit and to succeed in your future studies. Because most of you are new to university, we don't expect you to yet have a lot of research and academic writing skills, but we do expect you to learn quickly and work as hard as needed to quickly acquire those skills with our support. In addition to what we cover in tutorials, we will try to guide you additional resources and information as needed. Attendance at all tutorials is expected, whether they are face-to-face or online.

The three school visits have been replaced with scenario-based online learning activities in Weeks 3, 5, and 7 as schools do not want to host large groups of visitors this term. Those three weeks have their own learning activities that all students have to complete as they are hurdle tasks in this unit. All tasks are highly structured and you will find more information in each week.

## **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/](https://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](https://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.

## Unit Schedule

### Weekly learning activity topics

Week 1 (July 27): Learning and Development as Concepts

Week 2 (August 3): Perception, Attention and Memory

Week 3 (August 10): Scenario-based learning tasks and observation (1)

Week 4 (August 17): Effective Study Strategies

Week 5 (August 24): Scenario-based learning tasks and observation (2)

Week 6 (August 31): Making sense of learning: Learning theories

Week 7 (Sep 7): Scenario-based learning tasks and observation (3)

-- RECESS 14.9 to 25.9 --

Week 8 (Sep 28): Language Development

Week 9 (Oct 5): Labour Day Public Holiday

Week 10 (Oct 12): Language Development

Week 11 (Oct 19): Socio-Emotional Development

Week 12 (Oct 26): Socio-Emotional Development

Week 13 (Nov 2): Making sense of development: Theories revisited

## 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.*)

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

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://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](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.