



EDUC2620

Education: The Learner

Session 2, Special circumstance 2020

Macquarie School of Education

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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.

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

Emma Burns

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Penny Van Bergen

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Credit points

10

Prerequisites

40cp at 1000 level or above including (EDUC1050 or EDUC105 or EDUC1070 or EDUC107 or EDST1010 or EDST101)

Corequisites

Co-badged status

Unit description

This unit is an educational psychology unit building on key understandings developed in either EDUC1050 or EDUC1070. The unit focuses on issues of learning and development, particularly as they relate to school-aged children and adolescents. The primary emphasis is on those aspects of cognition and social-cognition that are most relevant to educational practice, including attention, memory, metacognition, motivation, emotional development, and understanding of self. The unit is designed primarily for pre-service teachers, but other interested students who meet the prerequisites are also welcome.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Explain how information is learned and generate implications for classroom practice.

ULO2: Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age.

ULO3: Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems.

ULO4: Access appropriate psychological or educational literature, including peerreviewed journal articles, using the library databases ERIC and PsycINFO.

ULO5: Take part in a research project, analysing the results of the research in light of appropriate theory and literature.

ULO6: Understand the classroom implications of a research project, making reference to appropriate theory and literature.

General Assessment Information

QUIZ

Due: Week 5

Weighting: 20%

Quiz Date: Week 5, Wed, August 26

The in-lecture quiz comprises 20 multiple-choice questions, each with four alternatives. It assesses your understanding and application of Week 1-4 content. The quiz takes 23 minutes. The quiz will be completed online via iLearn and *must be completed individually*. It is critical that you make yourself available at the time specified.

This Assessment Task relates to the following Learning Outcomes:

1. Explain how information is learned and generate implications for classroom practice; and
2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age.

RESEARCH REPORT

Due: Week 10

Weighting: 40%

Due Date: Week 10, Tues, October 13

Length: 2000 words

Education is a scholarly discipline, and research is critical. Good teachers use research findings as part of an everyday evidence-based approach to practice, and conduct their own research to troubleshoot problems that occur (Cochran-Smith & Lytle, 1999; Everton et al., 2002). To ensure that we develop strong educational research skills amongst our EDUC2620 cohort, we will

conduct our own research project examining an educational psychology topic.

The Research Process

1. Typically in this assignment you would be asked to collect your own data from a learner aged 5 to 15. Due to the uncertain COVID situation, however, we will use previously collected data from learners aged 5 to 15.
2. For your chosen topic (mindsets or metacognition), you will use the pooled results from all of the data collected across the cohort. We will help to collate and analyse this data for you. This ensures that everyone in EDUC2620 has access to a large dataset to write their reports from.
3. You will write a structured research report outlining the research question and interpreting the findings and their implications. Your report must be completed independently.

Writing Your Report

1. We will provide a research report template on iLearn. This reduces the working memory load related to the report structure and allows you to attend to the report content itself.
2. We will write some sections of the report for you. These are pre-filled in the research report template on iLearn. You simply fill in the rest.

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 7. 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, (ii) the abstract, and (iii) pre-filled sections on the report-writing template are.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Include a title page with your name, student number, and word count.
- Use 12-point font and 1.5 spacing, with a left and right-hand margin of at least 2cm.
- Put your name and student number in the document name.
- Submit your assessment through Turnitin in .doc, .docx, or .pdf format.
- It is your responsibility to ensure that your assessment is successfully submitted through Turnitin.
- Troubleshooting: Please regularly save a copy of your assignment before submission, and do not alter this file once you have submitted.

Submitting with Turnitin

As above, 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 by the due time and date. 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 your EDUC2620 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.

- Please use Turnitin's Originality Report as a learning tool to improve your academic writing.
- You 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 you with a similarity index that may indicate if plagiarism has occurred. Use this index to determine if you need to make amendments to your draft. You should do this prior to your final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

This Assessment Task relates to the following Learning Outcomes:

1. Explain how information is learned and generate implications for classroom practice;
2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age;
3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems;
4. Access appropriate psychological or educational literature, including peer reviewed journal articles, using the library databases ERIC and PsycINFO;

5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and
6. Understand the classroom implications of a research project, making reference to appropriate theory and literature.

FINAL EXAMINATION

Due: exam period

Weighting: 40%

The final exam, held in the formal examination period, is 2 hours long. It is designed to test your ability to apply conceptual knowledge developed throughout the unit, and will include six extended response questions (equally weighted). All modules/topics in the unit will be examinable.

Exam Timing

- Please view the exam timetable at <http://www.timetables.mq.edu.au/exam>. The exam timetable does not typically become available until the midsession holidays. Once it is available, please mark the date in your calendar.
- Please note: EDUC2620 teaching staff do not have any power to change the date and do not know the date in advance.
- You are expected to be available at the time designated in the exam timetable.

Failure to Sit/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.

This Assessment Task relates to the following Learning Outcomes:

1. Explain how information is learned and generate implications for classroom practice;
2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies

- to children of school age; and
- Synthesise knowledge about children’s cognitive and socio-cognitive development in order to identify and solve specific educational case study problems.

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.

Assignment Extensions

- In general, there should be no need for extensions *except* through illness or misadventure constituting serious and unavoidable disruption. Please see the University definition of serious and unavoidable disruption here: <https://students.mq.edu.au/study/mystudy-program/special-consideration>.
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. They cannot be directed to unit conveners.
- Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure that consistency in the consideration of requests is maintained.

Late Assessment Penalty

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.

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 already 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.

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.

Withdrawing from this 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

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|------------------------------|
| <u>Research report</u> | 40% | No | Week 10, Tuesday, 13/10/2020 |
| <u>Quiz</u> | 20% | No | Week 5, Wednesday, 26/8/2020 |
| <u>Final Exam</u> | 40% | No | Exam Period |

Research report

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **Week 10, Tuesday, 13/10/2020**

Weighting: **40%**

Research Report (2000 wds)

On successful completion you will be able to:

- Explain how information is learned and generate implications for classroom practice.
- Explain typical cognitive development (e.g., attention, memory, meta-cognition) and

socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age.

- Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems.
- Access appropriate psychological or educational literature, including peerreviewed journal articles, using the library databases ERIC and PsycINFO.
- Take part in a research project, analysing the results of the research in light of appropriate theory and literature.
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 2 hours

Due: **Week 5, Wednesday, 26/8/2020**

Weighting: **20%**

Quiz

On successful completion you will be able to:

- Explain how information is learned and generate implications for classroom practice.
- Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age.

Final Exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 2 hours

Due: **Exam Period**

Weighting: **40%**

Final Examination: Duration 2 hours

On successful completion you will be able to:

- Explain how information is learned and generate implications for classroom practice.

- Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age.
 - Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems.
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¹ 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.

² 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

Student Workload

Before commencing EDUC2620, please read this outline very carefully and ensure that you can meet all requirements, including unit requirements, attendance requirements, and assessment requirements (please see below, "unit requirements").

We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests. Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. Study includes attending or listening to lectures, attending tutorials, completing recommended readings, completing assignments, and using the unit's iLearn site. Independent study is strongly encouraged in EDUC2620.

Textbook and Readings

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

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

If you do choose to purchase this textbook, please use the recommended section headings in the textbook for guidance. Because the textbooks are not compulsory, there are no set pages to read. You will not be examined on textbook content: it is simply a guide to assist you. Some weeks also have additional readings and other resources posted on iLearn. These optional readings/resources are not directly examinable but, like the textbook, will likely enhance your

understanding of concepts discussed in class.

iLearn

This unit has a full web presence through iLearn. You 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 there, as will other relevant unit notices, activities, materials, and guides to assist your study. Please check iLearn before emailing questions to your convener or tutor.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component for the foreseeable future. You must listen to all lectures. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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 the following ICT resources 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 the correct assessment tasks to iLearn: You are required to upload your assignments in the correct format, as specified above.

Unit Schedule

| Week | Date | Lecture 1 | Lecture 2 | Lecturer | Tutorial | Notes |
|------|---------|------------------------|-----------|------------------|----------------------------|--------------------|
| 1 | 27 July | Information processing | Attention | Penny Van Bergen | Engaging student attention | Tutorials begin W1 |

| | | | | | | |
|--------------------|---------|-----------------------------------|--------------------------|------------------|--------------------------------------|-------------------------|
| 2 | 3 Aug | Working memory | Long term memory 1 | Penny Van Bergen | Research methods and assignment prep | |
| 3 | 10 Aug | Long term memory 2 | Encoding | Penny Van Bergen | Memory applications | |
| 4 | 17 Aug | Retrieval | Metacognition | Penny Van Bergen | Research methods and assignment prep | |
| 5 | 24 Aug | Online quiz | Mindsets | Penny and Emma | Mindset applications | Quiz (AT1)* |
| 6 | 31 Aug | Motivation 1 | Motivation 2 | Emma Burns | Motivating students | |
| 7 | 7 Sept | Emotions & learning | Relationships & learning | Penny Van Bergen | Forming positive bonds | |
| Midsession | | | | | | |
| Midsession | | | | | | |
| 8 | 28 Sept | <i>Individual assignment work</i> | | | | No classes |
| 9 | 5 Oct | <i>Individual assignment work</i> | | | | No classes |
| 10 | 12 Oct | Mental health | Resilience | Emma Burns | Health applications | Research report (AT2)** |
| 11 | 19 Oct | Self understanding | Other understanding | Emma Burns | Self and others | |
| 12 | 26 Oct | Educational myths | Self regulation | Emma Burns | Dispelling myths | |
| 13 | 2 Nov | Classroom applications | Wrap up & exam prep | Penny and Emma | Educational applications | |
| Exam period | | | | | | Final exam (AT3) |

* Scheduled Wed 26 Aug

** Due Tues 13 Oct

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

School Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

- Tutorials start in week 1
- Activities completed during weekly tutorials or on campus days 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 **Saturday 12 September 2020 and 17 October 2020** 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://stu>

dents.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

Due to the COVID19 emergency, lectures, tutorials, and assignments will occur online (or with online options) for the foreseeable future. In addition, rather than collecting data as part of your research report assignment, data will be provided for you. This is a rapidly evolving situation and any further changes will be communicated via iLearn as the unit progresses.

Graduate Capabilities in EDUC2620

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in

order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations. This graduate capability is supported by:

Learning outcomes

- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems;
https://iteach.mq.edu.au/unit_guides/119123/print_preview
- 4. Access appropriate psychological or educational literature, including peer reviewed journal articles, using the library databases ERIC and PsycINFO; and
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature.

Assessment tasks

- RESEARCH REPORT
- FINAL EXAMINATION

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate. This graduate capability is supported by:

Learning outcomes

- 1. Explain how information is learned and generate implications for classroom practice;
- 2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age;
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems; and
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature.

Assessment tasks

- RESEARCH REPORT
- FINAL EXAMINATION

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially. This graduate capability is supported by:

Learning outcomes

- 4. Access appropriate psychological or educational literature, including peer reviewed journal articles, using the library databases ERIC and PsycINFO;
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment task

- RESEARCH REPORT

Discipline Specific Knowledge and Skills

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

Learning outcomes

- 1. Explain how information is learned and generate implications for classroom practice;
- 2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and

socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age;

- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems; and
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy. This graduate capability is supported by:

Learning outcomes

- 1. Explain how information is learned and generate implications for classroom practice;
- 2. Explain typical cognitive development (e.g., attention, memory, meta-cognition) and socio-cognitive development (e.g., self-concept, motivation, self-regulation) as it applies to children of school age;
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems; and
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

Creative and Innovative

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

Learning outcomes

- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems; and
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature.

Assessment task

- RESEARCH REPORT

Capable of Professional and Personal Judgement and Initiative

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

Learning outcomes

- 1. Explain how information is learned and generate implications for classroom practice;
- 3. Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems;
- 5. Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and
- 6. Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION