



# EDST8300

## Learner Development: Advances in Research and Practice

Session 1, Weekday attendance, North Ryde 2021

*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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Anne McMaugh

[anne.mcmaugh@mq.edu.au](mailto:anne.mcmaugh@mq.edu.au)

Contact via Please use the Dialogue tool in iLearn for all communication

Credit points

10

Prerequisites

Admission to MTeach(Prim) or MTeach(Sec) or MEd or MEdLead or MEChild or GradCertEdStud or GradCertEd

Corequisites

Co-badged status

Unit description

This unit explores recent developments in educational psychology and child development and examines links to teaching and learning primarily in school contexts. It begins with an overview and analysis of the broad fields of educational psychology and developmental psychology and recent topical debates are introduced. Topical focus areas include the development of motivation and engagement in students, student interactions with peers and teachers and the pedagogical debates surrounding the application of knowledge emerging from research. Students will conduct an independent study of a problem of practical or theoretical significance by deeply engaging with relevant research and theory from a psychological and developmental viewpoint. Students are encouraged to develop a research-based understanding that may be further developed in future research or study or in their practical workplace context.

## 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:** Analyse and apply understanding of the research and theories in educational psychology and child development to educational practices.

**ULO2:** Evaluate the implications for learning of student characteristics including physical,

social-emotional and cognitive development.

**ULO3:** Critically reflect on understanding and knowledge from the fields of educational psychology and child development to investigate a problem of practical or theoretical significance to students and teaching and learning contexts.

**ULO4:** Apply understanding of research and theory to evaluate educational practices, develop solutions. and communicate this knowledge to peers and the education community in a scholarly and professional manner.

## General Assessment Information

### General 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.

### Turnitin Originality Reports & Draft Submissions

- 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: 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.

## 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.

- Grades are standards referenced and effort is NOT a criterion.

### University policy on grading and 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 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="#">Research Project 1</a>	50%	No	Week 6: 1st of April 2021, 2000 words.
<a href="#">Research Project 2</a>	50%	No	Week 14: 7th of June 2021, 3000 words.

### Research Project 1

Assessment Type <sup>1</sup>: Literature review

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **Week 6: 1st of April 2021, 2000 words.**

Weighting: **50%**

A research synopsis including a literature review addressing a chosen research question and project justification.

On successful completion you will be able to:

- Analyse and apply understanding of the research and theories in educational psychology and child development to educational practices.
- Critically reflect on understanding and knowledge from the fields of educational psychology and child development to investigate a problem of practical or theoretical significance to students and teaching and learning contexts.

### Research Project 2

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

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **Week 14: 7th of June 2021, 3000 words.**

Weighting: **50%**

A report of research to a professional audience

On successful completion you will be able to:

- Analyse and apply understanding of the research and theories in educational psychology and child development to educational practices.
- Evaluate the implications for learning of student characteristics including physical, social-emotional and cognitive development.
- Critically reflect on understanding and knowledge from the fields of educational psychology and child development to investigate a problem of practical or theoretical significance to students and teaching and learning contexts.
- Apply understanding of research and theory to evaluate educational practices, develop solutions. and communicate this knowledge to peers and the education community in a scholarly and professional manner.

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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

### Attendance Requirements for Master of Teaching (Primary and Secondary)

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

### Classes and Activities

Each week will include a three-hour block of activities including an online lecture and a tutorial to reflect each topic. All lectures and the tutorial will be recorded and placed in **ECHO lecture tool**. **It is important that you listen to the lecture BEFORE coming to class each week.** Some lectures may be live and some may be pre-recorded. The style and content of each class will vary depending on pedagogies suited to the material. This variation in pedagogy means that the quality of the recording will vary when activities or discussions are held in the room.

### Assessment Tasks

All assessments tasks are explained in a full **task description, assessment criteria and rubric**

that align with the **learning outcomes** of the unit and the **University grade descriptors**. **You will find the full task description, assessment criteria and rubric in the unit iLearn site.**

### **Required and Recommended texts**

Required readings are listed in the weekly tabs of the iLearn unit and can be easily located via the Multisearch tool in the library or will be available via web links. **You should complete the weekly reading BEFORE coming to class each week.** All materials are available as online sources and if any sources are not held in library or are rare materials or difficult to locate they will be placed in the **Leganto** tool.

**iLearn:** All learning materials and resources will be available in **iLearn** or via the iLearn platform. For example, you can access workshop recordings in the iLearn site and you will be directed to reading materials in the library.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

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

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

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

The **library** is a valuable resource in this unit. You will be required to access primary source peer-reviewed journal articles to support your assessment tasks. These will be available from the library by using the databases and search tool available on the library website.

**Support resources:** Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

## **Unit Schedule**

This unit has a 10-week teaching schedule to accommodate practicum placements for MTeach candidates.

Please see your iLearn site for the weekly schedule of lecture and tutorial topics.



## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

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

## Results

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

## School of Education Procedures

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

### Attendance for Masters of Teaching students

Classes begin in Week 1 of Session.

*Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

Activities completed during weekly tutorials (internal) or on campus days (external) are essential

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

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

### **Unit Expectations**

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

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

### **Electronic Communication**

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

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

## **Student Support**

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

## **Learning Skills**

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

## Changes from Previous Offering

Readings may be refreshed and changed in each offering of the unit. Assessment task topics and mode of presentation will change in each offering of the unit.