



# EDST1010

## Learning and Development: An Introduction for Educators

Session 2, In person-scheduled-infrequent, North Ryde 2023

*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.

## General Information

### Unit convenor and teaching staff

Unit Convenor

Signe Duff

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Contact via via iLearn

29WW 279

By request

Unit Convenor

Rhett Loban

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Contact via Via iLearn

29 WW 265

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, language and socio-emotional growth of infants, children and adolescents. Second, the unit introduces students to research on effective learning and study strategies. 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 language, social and cognitive development and learning of infants, children, and adolescents and how these 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.

**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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is

used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Units with Quiz Assessments**

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.

### **ASSET**

Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The survey is in 5 parts and students will be awarded 1% for completion of each part (5% total). Your responses to the survey are confidential and none of your identified responses are shared with academic staff.

### **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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

### **Withdrawing from this 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 your course progression.

### **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="#">Learning Engagement Activity Quizzes</a>	10%	No	23:55, Sunday, Weekly
<a href="#">Case Study Video</a>	40%	No	23:55 29/09/2023
<a href="#">ASSET Survey participation</a>	5%	No	23:55 06/10/2023
<a href="#">Exam</a>	45%	No	During Exam Period

### Learning Engagement Activity Quizzes

Assessment Type <sup>1</sup>: Quiz/Test

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

Due: **23:55, Sunday, Weekly**

Weighting: **10%**

Students will complete a quiz after each learning activity assessing their understanding and recall of the content.

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these 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.
- 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.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

## Case Study Video

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

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

Due: **23:55 29/09/2023**

Weighting: **40%**

Using observations from the three site visits (early childhood, primary and secondary school) students will create a video presentation.

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these 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.
- 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).

## ASSET Survey participation

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

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

Due: **23:55 06/10/2023**

Weighting: **5%**

Students will participate in five anonymous surveys examining features of the learner and approaches to learning (i.e. the “ASSET Survey”).

On successful completion you will be able to:

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

development.

## Exam

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

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **During Exam Period**

Weighting: **45%**

Students will prepare essay responses to questions based on the module content for the unit.

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these 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.
- 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 textbook:**

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



*Note: there are additional readings noted in the relevant weeks on iLearn*

### **Information about iLearn:**

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 students enrolled in INFQ mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

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 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 <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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: [help.mq.edu.au](mailto:help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

### **Structure**

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/>. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials. The weekly program for the course, and the readings/preparation tasks are available on the unit iLearn site.

## **Unit Schedule**

The unit schedule can be found on iLearn in the "Unit Information" section on iLearn

## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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](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)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

The [Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## School of Education Procedures

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

### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus days (external/INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

### **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

### **Infrequent Attendance Students**

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

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

## **Fail Rule**

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

## **5Rs Framework**

### **5Rs Framework**

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

#### **Reflexive**

You will engage in reflection and reflexive thinking during a formal assessment task based on the site visits. A reflexive approach to teaching assists in making effective and impactful decisions that ensure quality student outcomes on a daily basis.

#### **Ready to learn**

The ongoing pursuit of learning is a mark of a quality teacher. As such, it is important to develop skills and knowledge that allows you to discern relevant from irrelevant information. By engaging in lectures, tutorials, and readings, you will start to develop these critical thinking skills that will support you to complete your degree with the ability to continue your learning journey.

#### **Research engaged**

You will engage with research through weekly readings, providing evidence for practice. Effective teaching practice is based on evidence.

## Changes since First Published

Date	Description
15/07/2023	Minor editorial correction.