



EDST8300

Learner Development: Advances in Research and Practice

Session 1, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Anne McMaugh

anne.mcmaugh@mq.edu.au

Contact via Dialogue tool in iLearn only

29WW 274

Mondays 10am via Zoom

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

Submission of ALL assessment tasks is required

- In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at **all** assessment tasks.

Academic Honesty

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)

Late Penalty and Special Consideration

- 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.
- Applications for Special Consideration or 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.

Formatting and Submission

- 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.

Assessment practices

- All assessments are marked using a rubric.
- Marking of all assessments is moderated by 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, which is a breach of academic integrity.

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
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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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning & Engagement Assessments (approx. 1000 words)	20%	No	Week 4, 18/03/23, 23:55pm and Week 8, 29/04/23, 23:55pm.
Research Project 1	30%	No	Week 6, 01/04/23, 23:55pm.
Project 2	50%	No	Week 11, 20/05/23, 23:55pm.

Learning & Engagement Assessments (approx. 1000 words)

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **Week 4, 18/03/23, 23:55pm and Week 8, 29/04/23, 23:55pm.**

Weighting: **20%**

Students will complete assessments of their learning and engagement with the unit content.

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.
- 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.

Research Project 1

Assessment Type ¹: Project

Indicative Time on Task ²: 30 hours

Due: **Week 6, 01/04/23, 23:55pm.**

Weighting: **30%**

The development of an individual project plan (selected from allocated topics) concerning a feature of adolescent learning or development (1500 words).

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.

Project 2

Assessment Type ¹: Project

Indicative Time on Task ²: 50 hours

Due: **Week 11, 20/05/23, 23:55pm.**

Weighting: **50%**

Final project report demonstrating the application of research evidence to the allocated topic (from Project Part 1) and application to classroom-based practice (2000 words).

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.

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

Required and Recommended Readings

Required readings are published research science and related topical texts. These readings are updated yearly and are listed in your iLearn site and available via the Library.

Recommended texts include any Australian Educational Psychology text of your choosing or a reputable international text on the subject.

e.g. Duchesne, S., McMaugh, A., & Mackenzie, E. (2022). Educational psychology: for learning and teaching. (7th ed.) Cengage Learning Australia.

e.g. Margetts, & Woolfolk Hoy, A. (2019). Educational psychology (5th ed.). Pearson Education Australia.

The iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

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.

On Campus: Ground floor at 18 Wally's Walk

Weekly lectures/podcasts are available through the ECHO360 lecture tool. You should listen to all lecture/podcast content.

Student skills and technology use

- **Internet access:** The online 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. If you are directed to use a specific form of software then you must use this software as directed.
- **Online participation:** If you choose the online learning mode you are expected to join

weekly tutorials or other activities via software such as Zoom and are **required to have a camera switched on, microphone and speakers available**, so you can listen and contribute to discussions and activities. Please plan your online learning and tutorial participation carefully and make sure you are in **a space where you can speak aloud** and contribute to all online learning activities as required.

- **Turnitin is accessed via an assignment submission link created for each assignment.** You are responsible for ensuring you have a suitable internet connection to upload your assignments.

Structure

The unit has 13-weeks of teaching and comprises **two online lecture/podcasts** or flipped content delivery and **one one-hour face to face or online tutorial** each week. In the lectures the Unit Convenor will supply essential information that is required for teacher accreditation and meeting essential AITSL requirements for graduate teacher knowledge. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings or other scheduled activities. You are expected to base your tutorial contributions, any arguments or discussions on evidence from these lectures, readings, published research and other relevant material. The supporting website for the unit provides additional readings, links and materials. Lectures will also be available through ECHO in iLearn from the following website link: <http://ilearn.n.mq.edu.au>.

In both face to face and online modes all students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. **There is an expectation that cameras are turned on in Zoom during all online activities.** The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

Please see iLearn for details.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.n.mq.edu.au\)](https://policies.n.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 or if you are a Global MBA student contact 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/.

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 Master of Teaching (Primary and Secondary) units

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 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. 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.

Infrequent Attendance Students with On-Campus Classes

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.

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

Changes from Previous Offering

Each offering, several lectures are updated, readings may be updated and changed, assessment tasks and quiz or test questions are updated and changed.

The 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:

Resilience: This unit explicitly teaches concepts of resilience and students will interact with these concepts; assessment and feedback is a formative process that requires the competencies

of self-regulation, self-efficacy and support seeking, which are critical components of our capacity to be resilient.

Reflexive: This unit teaches key concepts of educational psychology and child development and learning in a reflexive stance that requires students to interact with and engage with their own beliefs and understandings of these concepts.

Responsive: Activities and tasks require students to practice the application of concepts to teaching and learning activities and demonstrate practical and reflexive engagement with concepts.

Ready to learn: This unit is supported and scaffolded with a structured iLearn site however students must demonstrate readiness to learn by scheduling their own listening time for online lectures/podcasts, completion of weekly readings and activities, and preparedness for tutorials and assessment tasks. Assessment tasks support readiness skills by promoting revision of weekly learning materials and readiness to engage in research so support evidence-based practice.

Research Engaged: Unit readings and assessments tasks draw on published and/or peer reviewed research and students are offered a choice of assessment topics with which to demonstrate research engagement.