



# EDUC2620

## Education: The Learner

Session 1, In person-scheduled-weekday, 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

Convenor

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Contact via iLearn Dialogue

29WW 363

By appointment

Convenor

Signe Duff

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Contact via iLearn Dialogue

By appointment

### Credit points

10

### Prerequisites

80cp at 1000 level or above

### 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

- 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 rubric or a clear marking scheme.
- 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

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.

### 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
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.

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

## **Assessment Tasks**

### **QUIZ**

The online 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.

### **RESEARCH REPORT**

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. For this report, you will be assessed on your ability to engage with and synthesise relevant research, explain the findings of research, and discuss education and classroom applications.

Complete instructions for this assessment are available on the iLearn page. The rubric for this assessment is available on the iLearn page.

\*Note that the assignment is completed in two parts, with the data coding task due before the

main assignment.

### **Writing Your Report**

- 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.
- 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: <https://libguides.mq.edu.au/referencing/APA7thEdition>

### **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.

### **Weekly Discussion Forum**

Students are to contribute to online discussion forums under each topic. The due dates for each task will be 23:55, Tuesdays in most weeks from Week 3 onwards. Specific details will be provided on iLearn. You will be asked to submit your discussion forum posts at the end of the semester using a template provided on iLearn.

### **FINAL EXAMINATION**

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. The exam will include a combination of short answer and extended response questions. 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 mid-session recess. 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 Special Consideration within the window of time indicated in the university policy (see link above).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Quiz</a>	15%	No	23:55, 24/03/2023 (Friday, Week 5)
<a href="#">Weekly Discussion Forum</a>	10%	No	23:55, Tuesday, Weekly (From Week 3 onwards)
<a href="#">Research report</a>	40%	No	PartA 23:55 12/04/2023; PartB 23:55 30/04/2023
<a href="#">Final Exam</a>	35%	No	Exam period

### Quiz

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

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

Due: **23:55, 24/03/2023 (Friday, Week 5)**

Weighting: **15%**

#### 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.

### Weekly Discussion Forum

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

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

Due: **23:55, Tuesday, Weekly (From Week 3 onwards)**

Weighting: **10%**

### Weekly Discussion Forum

On successful completion you will be able to:

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

## Research report

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

Indicative Time on Task <sup>2</sup>: 28 hours

Due: **PartA 23:55 12/04/2023; PartB 23:55 30/04/2023**

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.



## Final Exam

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

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

Due: **Exam period**

Weighting: **35%**

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

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

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

## Delivery and Resources

### Required and recommended texts

There are **no** prescribed textbooks for this unit. Recommended readings will be available via the iLearn page.

### Information about the unit 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 iLearn unit page. You must listen to all lectures.
- PowerPoint slides are available in iLearn in advance of the weekly lectures.

### **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.

### **Structure**

The unit comprises two one-hour lectures (presented in smaller “podcast formats”) and a one-hour tutorial.

- **Lectures:** Lectures will be available through iLearn from the following link: <http://ilearn.mq.edu.au>. PowerPoint slides are available on iLearn in advance of the weekly lecture. You must listen to the previous lectures before your tutorials. You are welcome to post questions or comments about the lecture via iLearn.
- **Tutorials:** Attendance at all tutorials is expected and the roll will be taken. Students are required to attend the tutorial in which they are enrolled. Full attendance enables you to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

In the tutorials, students will discuss issues and questions arising from the lectures. They are

expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected.

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. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

## Unit Schedule

Topics that will be covered in EDUC2620 (please see iLearn page for detailed lecture schedule).

- Information Processing
- Attention
- Memory
- Relationships
- Self and Other Understanding
- Motivation
- Emotions
- Mental Health and Resilience
- Metacognition
- Self-regulation
- Classroom and Teaching Applications

## 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>)

[du.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) 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. 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

## 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 includes Tutorial activities that focus on promoting student well-being and developing teacher resilience
- **Reflexive:** Each Tutorial will involve reflections on the connection between content and practice
- **Responsive:** All Assessments require the ability to identify the implications of research for teaching and how teachers can use research to be more responsive to student needs.
- **Ready to learn.** Students will learn the foundational and advanced knowledge in the cognitive and social factors of learning and development. This knowledge forms a basis for future learning on how to best support students and their learning. Students are encouraged to see this as a starting point, not an end point.
- **Research Engaged:** The major assignment involves conducting a research project and writing a research report. There are related Tutorial activities about the importance of research to teaching.