EDCN811
Educational Psychology and Practice

S1 Evening 2015

Dept of Education

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>5</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>6</td>
</tr>
<tr>
<td>Learning and Teaching Activities</td>
<td>6</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>8</td>
</tr>
<tr>
<td>Changes from Previous Offering</td>
<td>11</td>
</tr>
<tr>
<td>Changes since First Published</td>
<td>11</td>
</tr>
</tbody>
</table>

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
Anne McMaugh
anne.mcmaugh@mq.edu.au
Contact via anne.mcmaugh@mq.edu.au

Credit points
4

Prerequisites
Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or GradDipIndigenousEd or Master of Children's Literature or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or GradDipIndigenousEd or GradDipChildLit

Corequisites

Co-badged status

Unit description
This unit explores recent developments in educational psychology and child development and examines links to teaching and learning and other relevant workplace learning contexts. It begins with an analysis of recent topical debates including topics such as the development of motivation and engagement in students, student interactions and the emergence of cyber bullying, and pedagogical debates surrounding applications of student-centred or direct instruction pedagogies. In the seminars students extend their undergraduate study in the field of educational psychology and conduct an independent study of a problem of practical or theoretical significance by deeply engaging with relevant research and theory from a psychological viewpoint. Students develop a research-based understanding of educational psychology related to research or their workplace context.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. A broad understanding of the discipline of educational psychology and selected current
issues and advancements in the field

2. The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology

3. The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student

4. Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Reading Blogs</td>
<td>30%</td>
<td>Various</td>
</tr>
<tr>
<td>Synopsis</td>
<td>10%</td>
<td>March 30th</td>
</tr>
<tr>
<td>Independent Study Topic Paper</td>
<td>40%</td>
<td>May 29th</td>
</tr>
<tr>
<td>Independent Study Presentation</td>
<td>10%</td>
<td>Weeks 12-13</td>
</tr>
</tbody>
</table>

**Discussion Participation**

Due: **Weekly**  
Weighting: **10%**

Discussion responses to weekly topic questions, engagement and contribution to the peer discussion group, value-adding and building understanding of the topics through communication with peers.

This Assessment Task relates to the following Learning Outcomes:

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

**Reading Blogs**

Due: **Various**
Weighting: 30%

Three critical reflections on readings valued at 10% each

This Assessment Task relates to the following Learning Outcomes:
- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Synopsis

Due: March 30th
Weighting: 10%

Identification of a research question or problem and evidence of an initial literature search.

This Assessment Task relates to the following Learning Outcomes:
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Independent Study Topic Paper

Due: May 29th
Weighting: 40%

A Literature review and report of independent study findings

This Assessment Task relates to the following Learning Outcomes:
- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
psychology
• The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
• Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Independent Study Presentation
Due: **Weeks 12-13**
Weighting: **10%**
A brief oral/online presentation (with slides or other materials to support presentation) based on the findings of your independent study topic investigation. Peer assessed and Convenor assessed.

This Assessment Task relates to the following Learning Outcomes:
• The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
• Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Delivery and Resources
This unit contains seminars as well as an independent study periods which require you to work independently and access the iLearn website to participate in the unit.

**This unit is offered in Online mode and Internal Seminars** are held on **Tuesdays from 5-7pm**. Please check the timetable for specific room location.

*Internal classes may be subject to sufficient numbers of students electing this option.

**Independent study periods** will include online activities to complete on a regular basis. Please check the iLearn website and your email for regular updates.

WEBSITE
The unit webpage can be found at [http://ilearn.mq.edu.au](http://ilearn.mq.edu.au). Students will need to use their student username and password to log in and then choose EDCN811 from their *My Online Units* menu. Please note if you have problems accessing the website or any ICT related problems please call the IT Services help desk.
Unit Schedule

This unit commences in Week 2 of Semester 1. This is due to the staggered offerings of Masters units to ensure students can choose a number of options in any semester with no clashes of offerings.

Seminars: The unit will comprise a number of seminars which will include a recorded 'lecture' component (uploaded to iLearn) and associated activities which include assigned readings, activities and discussion tasks posted online or completed in face to face classes.

Independent online activities: A major component of this unit is the completion of an independent study project and appropriate time is embedded in weekly activities to support independent learning time.

Learning and Teaching Activities

Seminars
Regular face to face support group and discussion seminars for internal students

Online Activities
Regular online activities including weekly discussion contributions

Reading Blogs
Online critical reflection and discussion activity

Synopsis
An early formative assessment task where you identify and outline the topic of your Research Paper

Research Paper
An independent study topic report on a research or professional practice interest of your choice

Presentation
A report on independent study topic findings.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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.

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) provides academic writing resources and study strategies to improve your marks and take control of your study.

• Workshops
• StudyWise
• Academic Integrity Module for Students
• Ask a Learning Adviser

Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

IT Help
For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.
When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- A broad understanding of the discipline of educational psychology and selected current issues and advancements in the field
- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

**Assessment tasks**

- Discussion Participation
- Reading Blogs
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Learning outcome**

- The ability to discuss and critically reflect upon key issues, relevant approaches and
policies reflecting principles or findings arising from the discipline of educational psychology

Assessment tasks

• Reading Blogs
• Independent Study Topic Paper
• Independent Study Presentation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
• The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
• Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

• Discussion Participation
• Reading Blogs
• Synopsis
• Independent Study Topic Paper
• Independent Study Presentation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:
Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Discussion Participation
- Reading Blogs
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

Assessment tasks

- Discussion Participation
- Reading Blogs
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation
PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- The ability to discuss and critically reflect upon key issues, relevant approaches and policies reflecting principles or findings arising from the discipline of educational psychology
- The ability to identify, analyse and synthesise information from the field of educational psychology to investigate a problem of practical or theoretical significance to the individual student
- Written and oral communication skills that demonstrate an ability to discuss educational problems with peers and present information in an academic and professional manner.

**Assessment tasks**

- Discussion Participation
- Reading Blogs
- Synopsis
- Independent Study Topic Paper
- Independent Study Presentation

**Changes from Previous Offering**

This unit is being offered in 100% online study mode for the first time.

**Changes since First Published**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/02/2015</td>
<td>A new Discussion Participation assessable task has been added to the unit to facilitate a community of learners and a stronger culture of online communication. This task is valued at 10%. Minor modifications have been made to the weightings of other tasks to acknowledge the value of these online discussion contributions.</td>
</tr>
</tbody>
</table>