



EDUC262

Education: The Learner

S2 External 2018

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Learning and Teaching Activities</u>	10
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13

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

Dr. Rauno Parrila

rauno.parrila@mq.edu.au

Tutor

Sandy Nicoll

sandy.nicoll@mq.edu.au

Credit points

3

Prerequisites

(12cp at 100 level or above including EDUC105 or PSYC104) or ((EDUC107 or EDUC105) and admission to BEd(Prim) or BEd(Sec))

Corequisites

Co-badged status

Unit description

This unit is an educational psychology unit building on key understandings developed in either EDUC105 or EDUC107. 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:

- 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 peer-reviewed 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; and

Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>IN-LECTURE QUIZ</u>	20%	No	Week 7
<u>RESEARCH REPORT</u>	40%	Yes	24/10/2018
<u>FINAL EXAMINATION</u>	40%	No	exam period

IN-LECTURE QUIZ

Due: **Week 7**

Weighting: **20%**

Quiz Date:

Week 7 Wed, Sept 12 (internal students) & Week 7 Sat, Sept 15 (external students)

The in-lecture quiz comprises 25 multiple-choice questions, each with four alternatives. It assesses your understanding and application of Week 3-6 content.

For external students, the quiz will be completed at the beginning of the first On Campus Day. For internal students, the class quiz will be held during the 9am lecture on Wednesday, Week 7. This will require lecture attendance for any internal students who usually listen to iLecture.

Please note: if you are in a mixed-mode enrolment (internal tutorials with iLecture), you must register to indicate whether you will sit the quiz (i) during the Monday lecture with internal students, or (ii) at the beginning of the On Campus Day with external students. A registration sheet will be placed on iLearn closer to the time. You must attend one of these two sittings.

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;

RESEARCH REPORT

Due: **24/10/2018**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Due Date: Week 11 Wed, Oct 24

Length: 2000 words

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).

Nonetheless, Deemer (2009) states that:

“Many pre-service teachers fail to understand the importance of learning about, and conducting, educational research... many fail even to see the link between being a critical consumer of educational research and developing into an outstanding teacher” (p.1).

To ensure that we develop strong research skills amongst our EDUC262 cohort, we will conduct our own **collaborative research projects** in educational psychology.

1. You will personally collect data from one learner aged 5 to 15, using the interview prompts provided. There are two topics to choose from, and you are free to work alone or in pairs to collect your data.
2. We will pool all of the data for each topic together, so that everyone in EDUC262 has access to a large dataset to write their reports from.
3. Finally, you will write a structured research report outlining the research question and findings. Your report must be completed independently.

In previous years, some students have found writing the report challenging. To assist you in this process:

1. We will provide a research report template on iLearn. This reduces the working memory load (extraneous cognitive load) related to the report structure, and allows you to direct your attention to the report content itself.
2. 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.
3. We have developed an iLearn site called ResearchEd, which contains a full writing guide and additional resources. The site was built in collaboration with a group of EDUC262 student volunteers in 2011 and trialled in 2012. All current EDUC262 students are enrolled. If you see a way to enhance this site please let us know: we'd love to work with you on this.

Formatting

Your research report should be word-processed using 12-point font and 1.5 spacing. Please insert page numbers, and do not increase your borders, decrease your font size, or decrease your spacing. Finally, please do not use footnotes. These are used rarely in this field.

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 6. If you would like additional assistance, the following website is also particularly useful: <http://owl.english.purdue.edu/owl/resource/560/10/>

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 and (ii) pre-filled sections on the report-writing template both are.

Submitting your assignment

All assignments are submitted digitally to Turnitin. A Turnitin submission link will be posted to iLearn. Please note your responsibilities below:

- You must keep a second backup copy of your assignment, unaltered, in case of any system troubles. Claims regarding "lost" assessments cannot be made if the file cannot be produced.
- You must ensure you have uploaded the correct file. It is your responsibility to check this at the time of submission. Unfortunately, if you upload the incorrect file, you will lose late marks until the correct file is uploaded. This is the only way to ensure fairness to all students in the cohort.
- We strongly recommend that you check your originality report, which is available upon submission. This report highlights sections in your text that match other text in the Turnitin system. Anything that should match (e.g. data we have given all students to use) are not problematic, however, inadvertent instances of plagiarism/poor referencing should be fixed immediately. Resubmissions to Turnitin may take 24 hours to appear; allow time for this.

Extensions / special consideration

Assignments must be submitted by the due date. If due to illness or other extenuating circumstances your assignment cannot be submitted on time, a Disruption to Studies request outlining your case and presenting evidence must be made within 5 days via ask.mq.edu.au (see Section 13 below). You must meet the conditions for an extension.

Late penalties and fails

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). These penalties add up

quickly, so please ensure you do not put yourself in this position.

Late penalties are applied by unit convenors or their delegates after tasks are assessed. No assessable work will be accepted after the return/release of marked work on the same topic. No failed assessment may be re-submitted, and there are no extra credit tasks.

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; and
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

FINAL EXAMINATION

Due: **exam period**

Weighting: **40%**

The final exam, held in the formal examination period, is 2 hours long plus reading time. It is designed to test your ability to apply conceptual knowledge developed throughout the unit, and will include:

- Ten short answer questions (20 marks)
- Two extended response questions (20 marks)

You will be given a list of six questions in the final lecture, from which the two extended response questions will be chosen. All modules will be examinable.

- The University Exam period begins at the conclusion of Week 13.
- Please view the exam timetable at <http://www.timetables.mq.edu.au/exam>. The exam timetable does not typically become available until the midsession holidays. Once it is available, please mark the date in your calendar.
- Please note: EDUC262 teaching staff do not set the exam date, do not have any power to change the date, and do not know the date in advance.
- You are expected to present yourself for examination at the time and place designated in

the exam timetable.

- 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 Disruption to Studies **as soon as it is feasible to do so**.

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;

Delivery and Resources

1. STUDENT WORKLOAD

Before commencing EDUC262, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements (this section), attendance requirements (Section 6), and assessment requirements (Section 12). An overview of unit requirements is presented below in Section 5.

We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests (see Section 13).

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit.

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying EDUC262. Study includes attending or listening to lectures, attending tutorials, completing recommended readings, completing assignments, and using the unit's iLearn site. Independent study is strongly encouraged in EDUC262.

2. OVERVIEW OF UNIT REQUIREMENTS

As a student in EDUC262, you are expected to:

- Attend all tutorials or both on campus days.

- Be up to date with all lectures before your tutorial/on campus day.
- Check iLearn weekly for new announcements and materials.
- Complete scholarly reading (i.e. using academic databases to find relevant journal articles) for your research report assignment.
- Complete all three assessment tasks.
- Attend your in-lecture quiz and final exam at the correct time and place, except where you have an approved disruption to study.
- Submit your research report assignment on time, except where you have an approved disruption to study.

You will occasionally also be asked to complete other tutorial or assignment preparation activities before your tutorial or on campus days. Please also complete these tasks.

3. ATTENDANCE REQUIREMENTS

All classes for this unit begin in Week 3. This includes lectures and tutorials (many students have prac in Weeks 1 and 2). Please see iLearn for Week 1 and 2 activities.

Lectures and tutorials have different attendance requirements. Please read these requirements carefully.

Lectures

In-person lecture attendance is optional, but strongly encouraged. Internal students are particularly encouraged to attend (although external students are also very welcome). In-person attendance is the easiest way to keep up with the material, and also enables you to ask questions and reflect on material as you go. PowerPoint slides are available on iLearn in advance of the weekly lecture.

If you are unable to attend lectures in person, lecture recordings are available on iLearn through the ECHO360 lecture capture (see Section 8). It is extremely important that you listen to all lectures if you do not attend in person. You must listen to the most recent week's lectures before your next tutorial or on campus day. You are welcome to post questions or comments online via iLearn.

Tutorials / On Campus Days

Attendance at tutorials (internals) / on campus days (externals) is expected of all students. Attendance will be recorded. The activities completed are essential for consolidating knowledge about the learner, building educational research skills, and considering classroom implications. Full attendance enables you to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

Internal students. You must attend all tutorials. Please note that you must also attend the specific class you are enrolled in on e-student. While we understand the stresses of juggling university, work, and family, it is unfortunately not possible to attend classes that are already full. Please do not contact unit staff requesting your class be changed: all changes must be made via e-student.

External students. You must attend both on-campus days. These will be held on Saturday 15 September and Saturday 20 October. You are expected to stay for the full day. A schedule for the on-campus days can be found in Section 10 of this unit guide. Please do not enroll in external mode if you cannot attend both days in full.

Illness and misadventure

Please note that it is your responsibility to communicate with your tutor regarding attendance. If you attend a one-off make-up tutorial, you should advise tutors by email so your attendance is recorded correctly, and also introduce yourself to the tutor whose class you attend (please explain that you are attending as a one-off make-up class only and check they have space to include you). With the exception of attending a make-up tutorial, make-up work is not available in this unit.

If your attendance at an expected tutorial/on campus day is affected by illness or misadventure and you are unable to attend a make-up class, you should apply for special consideration via ask.mq.edu.au.

4. TEXTBOOKS AND READINGS

There are no prescribed textbooks for this unit. If you would like an additional resource to guide your study, please consider using one of the following textbooks:

- Duchesne, S., McMaugh, A., Bochner, S., & Krause, K. (2015). *Educational Psychology for Learning and Teaching* (5th ed). Melbourne: Cengage.
- McDevitt, T. M., & Ormrod, J.E. (2011). *Child Development and Education* (5th ed). Upper Saddle River, NJ: Pearson.

If you do choose to purchase one of these textbooks, please use the recommended section headings in the textbook for guidance. Because the textbooks are not compulsory, there are no set pages to read. You will not be examined on textbook content: it is simply a guide to assist you.

Other Readings

Some weeks have additional resources posted on iLearn. These are not examinable but will likely enhance your understanding of concepts discussed in class.

5. WEB PRESENCE (ILEARN)

This unit has a full web presence through iLearn. Weekly access to iLearn is compulsory for all students. Important announcements will be posted there, as will unit materials, assignment guides, and lecture recordings. Please check iLearn before emailing questions to your convener or tutor.

Unit Schedule

Week	Lecture 1	Lecture 2	Tutorial
------	-----------	-----------	----------

1	Jul 30	<i>Professional Experience (no classes)</i>		
2	Aug 6	<i>Professional Experience (no classes)</i>		
3	Aug 13	Information processing	Attention	Attention and memory
4	Aug 20	Working memory	Long term memory I	Assignment prep
5	Aug 27	Long term memory II	Encoding strategies	Memory applications
6	Sept 3	Retrieval strategies	Metacognition	Assignment prep
7*	Sept 10	In-lecture Quiz	"Mindset" beliefs	Mindset applications
8	Oct 1	Emotion development 1	Emotion development 2	<i>No tutorial</i>
9	Oct 8	Motivation I	Motivation II	Emotion applications
10	Oct 15	Mental health I	Mental health II	Health applications
11	Oct 22	Self and other I	Self and other II	Self and others
12	Oct 29	Application: self regulation	Application: myth busters!	Educational myths
13	Nov 5	Classroom applications	Overview of exam requirements	Education applications

*The 2 week midsession break is between Week 7 and 8 (Sept 17 to Sep 30).

Please take this opportunity to work through the ResearchEd iLearn site for Assessment III.

Learning and Teaching Activities

Lectures

There are two lectures per week: Wednesday 9-10am and Friday 1-2pm. Wednesday lectures are in 23 Wally's Walk T1 Theatre and Friday lectures are in 14 Sir Christopher Ondaatje Ave - T4 Theatre. Lectures are recorded and available later on iLecture. Lectures include core unit content about the learner, and are interspersed with occasional lecture activities to provide a more engaging experience. Copies of the lecture slides are available in advance of lectures from iLearn. Lecture slides will be posted each Monday. Whether you are attending the lecture in person or listening on iLecture, it is recommended that you have a printed copy of the slides in front of you. This enables you more time to encode the relevant content and to take only those notes that will help you learn (i.e., without scribing every word).

Tutorials for internal students

Internal students attend a one-hour tutorial each week. Please remember that you are expected to attend all tutorials. In your tutorials you will engage in small group activities and whole class discussion focused on (i) the consolidation and application of lecture content about the learner, and (ii) the development of educational research skills. In some instances, you may be asked to complete some prep work in advance.

On campus days for external students

In your two on campus days you will complete the same tutorial activities as the internal students complete across 10 weeks. On the first on campus day you will also complete your in-lecture quiz. On campus days are held on Saturday 15th of September and Saturday 20th of October in 29 Wally's Walk Room 134. In preparation, you should listen to all the lectures beforehand and bring your notes/questions.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/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](#).

Department Procedures

Attendance for undergraduate units

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

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

Unit Expectations

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

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

Electronic Communication

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

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

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) 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 Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

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

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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems;
- Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and

Assessment task

- RESEARCH REPORT

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Explain how information is learned and generate implications for classroom practice;
- Synthesise knowledge about children's cognitive and socio-cognitive development in order to identify and solve specific educational case study problems;
- Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 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; and
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment task

- RESEARCH REPORT

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able

to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 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;
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 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;
- Understand the classroom implications of a research project, making reference to appropriate theory and literature.

Assessment tasks

- IN-LECTURE QUIZ
- RESEARCH REPORT
- FINAL EXAMINATION

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 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; and

Assessment tasks

- RESEARCH REPORT
- FINAL EXAMINATION

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 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;

- Take part in a research project, analysing the results of the research in light of appropriate theory and literature; and

Assessment tasks

- RESEARCH REPORT
- FINAL EXAMINATION