



School of Education

EDST5151

Child Development: Psychological & Social  
Perspectives

Semester 1, 2018

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST5151: Child Development: Psychological and Social Perspectives (6 UOC)

Trimester 1, 2018

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen  
Office Location: John Goodsell 131  
Email: tracy.durksen@unsw.edu.au  
Phone: 9385 8507  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Child Development: Psychological and Social Perspectives (Primary)
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_S1.html">http://classutil.unsw.edu.au/EDST_S1.html</a>

### *Summary of Course*

How do primary-aged students develop and learn? What, and who, informs their learning? What is the role of cognition, motivation, identity, language, gender, culture, and ability?

*AITSL Professional Graduate Teaching Standards*

<b>Standard</b>	<b>Description</b>
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.5	Knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas
3.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.

*National Priority Area Elaborations*

<b>Priority Area</b>	
A. Aboriginal and Torres Strait Islander Education	4, 5, 6
B. Classroom Management	2, 4, 5
C. Information and Communication Technologies	4, 7, 8

## 6. COURSE CONTENT AND STRUCTURE

**Week  
(Date)**

## 7. RESOURCES

*Required Text (Available through the UNSW Library as an e-book):*

**Woolfolk, A., & Margetts, K. (2016). *Educational Psychology* (4th Ed.). Melbourne, Vic: Pearson Australia.**

See our course Moodle site for **additional required readings** and recommended resources. Please read the assigned weekly readings *prior to each lecture*.



The assessment process will consist of the following two components:

1. **A detailed lesson plan\*** using the prescribed template (see handbook) and include:
  - a statement of expected learning outcomes
  - how you will know if your interactions with students impact their learning
    - explicit evidence (e.g., pre- and post-test, strategic questions, journals, etc)
    - implicit evidence (e.g., observations, student responses, etc.)

*\* All students must submit their proposed lesson plan at least one week prior to the presentation (upload to Moodle). If you are unsure of any aspect please discuss your plan with your lecturer after class in the previous week.*

## 2. **A 10-minute mini-lesson**

This will be assessed according to the attached criteria, and will be graded as Satisfactory or Unsatisfactory.

*Note: Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. If a student is assessed as unsatisfactory in microteaching s/he will not be permitted to undertake Professional Experience until the key concerns have been resolved.*

### **Recommendations for success:**

- Start planning now!
- Pick a topic you are passionate about
- Read widely on effective classroom strategies
- Practise aspects of your mini-lesson with a small group of peers prior to assessment

### **Submission of Assessment Tasks**

Students are required to follow their lecturer's instructions when submm



UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5151: CHILD DEVELOPMENT: PSYCHOLOGICAL AND SOCIAL PERSPECTIVES

Student Name:

Student No.:

Assessment Task: Case Study Report

**SPECIFIC CRITERIA**

UNSW SCHOOL OF EDUCATION  
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EDST5151: CHILD DEVELOPMENT: PSYCHOLOGICAL AND SOCIAL PERSPECTIVES

Student Name:

Student No.:

Assessment Task: Assessment Portfolio

<b>SPECIFIC CRITERIA</b>	(-) _____ (+)
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <p>demonstrates an understanding of the key developmental issues relating to student learning and evaluates how different approaches to assessment for learning can respond to these issues</p> <p>demonstrates knowledge, respect and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and hoq36/F9 9.96 2F/F34(c)-e -4</p>	

