



School of Education

EDST5112
Learning: Psychological and Social
Perspectives

Term 1, 2019

AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A: Aboriginal and Torres Strait Islander Education		
B: Classroom Management	1, 2, 3, 4, 5, 7	1, 2
C: Information and Communication Technologies		
D: Literacy and Numeracy	1, 2, 4	1
E: Students with Special Educational Needs		
F: Teaching Students from Non-English-Speaking Backgrounds	3, 4	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding of adolescent learning and development is essential for successful teaching and productive teacher-student relations in secondary schools. The course focuses on providing pre-service teachers with an understanding of the complexity and diversity of adolescents in Australian secondary schools and the qualities of peer and teacher relations that promote student social and academic wellbeing. The course is necessary for meeting the requirements of the New South Wales Institute of Teachers. It complements other courses designed to enable pre-service students to successfully complete their Professional Experience practice teaching and meet all the requirements of the New South Wales Institute of Teachers professional Teaching Standards for Graduate Teachers.

5. TEACHING STRATEGIES

Teaching strategies in this course reflect as much as possible the principles explained in the course itself, including in explicit instruction, guided teaching, opportunities for practice, and group discussions, across lectures, tutorials, and online components.

6. COURSE CONTENT AND STRUCTURE

The topics listed below and the weeks in which they appear are subject to change. The most updated course schedule and topics are on Moodle.

Module	Topic Focus
1	Lecture Topic: Introduction to the course
2	Lecture Topic: Development <ul style="list-style-type: none">• Cognitive Development• Development through adolescence
3	Lecture Topic: How People Learn <ul style="list-style-type: none">• Perspectives and ways of looking at how people learn• The memory system
4	Lecture Topic: Memory <ul style="list-style-type: none">• Types of memory• Working memory• Encoding and retrieval techniques
5	Lecture Topic: Cognitive Load Theory <ul style="list-style-type: none">• Guest lecture: Prof Slava Kalyuga
6	Lecture Topic: Motivation <ul style="list-style-type: none">• A framework for understanding the nature of motivation
7	Lecture Topic: Engagement <ul style="list-style-type: none">• Self-Determination Theory• Goal Theory• Engagement
8	Lecture Topic: Research on Motivation in Schools <ul style="list-style-type: none">• Guest Lecture: Prof Andrew Martin
9	Lecture Topic: Language <ul style="list-style-type: none">• The role of language in learning in schools• Guest Lecture: Prof Chris Davison
10	Lecture Topic: Final Thoughts <ul style="list-style-type: none">• Urban legends in Education• Evidence-based instruction• Teacher motivation• Teacher identity• Why we teach• What are the most important things to know about educational psychology?

7. RESOURCES

Required Texts

Educational Psychology for Learning and Teaching – Book

Author(s) Duchesne, S., & McMaugh, A.
ISBN 9780170353113
Year Published 2018
Edition 6th (note that either 5th or 6th are acceptable in the course for 2019)
Publisher Pearson
URL <https://cengage.com.au/product/title/educational-psychology-for-learning-and-teach/isbn/9780170353113>

Visible learning: A synthesis of over 800 meta-analyses relating to achievement – Book

Author(s) Hattie, J.
Year Published 2009
Publisher Routledge

This title is available via the library as an e-book. You can access it and use it for the course without having to purchase it.

Additional Resources

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Oxon, UK: Routledge.

Available through the UNSW library as an e-book

Duchesne, S., & McMaugh, A. (2018). *Educational psychology for teachers*. Pearson Education, Inc. 9.96 Tf1 0 0 1 132.14 446.35 Tm0 g0 G(,)]TJ47

Assessment details

Task 1: Essay

The role of motivation in how people learn at school

The essay question will be provided on Moodle.

The length of the essay is 2000 words. Text from tables, figures, and the reference list is not included in the word count.

Task 2: Teaching and Learning Case Studies

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

EDST5112: LEARNING: PSYCH
