









#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

EDST5303 places a large emphasis on the role played by memory processes in effective learning and instruction. The teaching in this course is based on an active learning philosophy.

#### **5. TEACHING STRATEGIES**

EDST5303 places a large emphasis on the role played by memory processes in effective learning and instruction. The teaching in this course is based on an active learning philosophy. Student centered activities will form the basis of the course, which will draw on the prior knowledge of the students and allow engagement in relevant and challenging experiences. The seminars are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study, and inquiry.

Teaching strategies used during the course will include:

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## 6. COURSE CONTENT AND STRUCTURE

<b>Module</b>	<b>Date</b>	<b>Lecture Topic</b>
1	Mon 30/9	Introduction to the course. Human cognitive architecture. Working memory
2	Mon 30/9	Long-term memory. The role of schema construction and automation in the development of expertise
3	Mon 30/9	The role of knowledge and expertise in problem solving performance



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5303 LEARNING AND PROBLEM SOLVING

Student Name:  
 Assessment Task: **Major Essay**

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the topic and its relationship to relevant areas of the course</li> <li>• clarity and accuracy in use of key terms and concepts</li> <li>• suitability of the topic</li> </ul>					
<b>Depth of analysis and critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of analysis</li> <li>• depth of critique of the issue</li> <li>• depth of implications/recommendations for improvement of learning and instruction</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• effectiveness of examples to demonstrate instructional implications</li> <li>• variety of implications demonstrated</li> <li>• range of relevant research literature to support response</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Level of structure and organisation of response</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• appropriateness of overall structure and coherence of response</li> <li>• clarity and consistency in presenting tables and figures</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer  
 Recommended:        /20        (FL PS CR DN HD)

Date  
 Weighting:                50%



UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5303 LEARNING AND PROBLEM SOLVING

Student Name:

Student No.:

Assessment Task: **Class Presentation**

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue</b> <ul style="list-style-type: none"> <li>• understanding of the topic and its relationship to relevant areas of the course</li> <li>• clarity and accuracy in use of key terms and concepts</li> <li>• suitability of the topic</li> </ul>					
<b>Depth of analysis and/or relevance of specific examples</b> <ul style="list-style-type: none"> <li>• depth of analysis</li> <li>• depth of critique of the issue</li> <li>• depth of implications/recommendations for improvement of learning and instruction</li> </ul>					
<b>Familiarity with and relevance of literature/sources used to prepare presentation</b> <ul style="list-style-type: none"> <li>• effectiveness of examples to demonstrate instructional implications</li> <li>• variety of implications demonstrated</li> <li>• range of relevant research literature to support response</li> </ul>					
<b>Structure and organisation of presentation</b> <ul style="list-style-type: none"> <li>• Level of structure and organisation of response</li> </ul>					
<b>Quality of presentation (use of media, interaction with audience, etc.)</b> <ul style="list-style-type: none"> <li>• clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• appropriateness of overall structure and coherence of response</li> <li>• clarity and consistency in presenting tables and figures</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**

Recommended: /20 (FL PS CR DN HD)

**Date**

Weighting: 30%