UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5112
Learning Perspectives

Term 1, 2020

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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 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
EDST5112 Learning Perspectives (6 units of credit),
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Paul Evans
Office Location:	G50 Morven Brown Building
Email:	paul.evans@unsw.edu.au
Availability:	By appointment

For questions related to course material, I am available throughout the entire term via the Course Help Forum on Moodle. If you have a question or concern that is more confidential, please contact me via email.

3. COURSE DETAILS

Course Name	Learning Perspectives
Credit Points	6 units of credit (ouc)
Workload	Includes 150 hours including fieldwork in schools (INSTEP Program), class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

One of the central needs of a teacher is to understand how their students learn. In this course, you will learn about how people learn generally, the degree to which people differ in how they learn, and the strategies required to teach them effectively. You will study core educational psychology topics—including development, cognition, and motivation—and observe them in action in classrooms. In assessment, you will articulate these issues, and report on observations of teaching in a way that bridges theory, research, and practice.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Last year we trialed delivering a portion of the course online. The blended mode of delivery was very popular so it will be rolled out as a permanent arrangement this year.
- Provided more scaffolding and support for the first part of the assessment.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Explain how students learn and the implications for teaching	1, 2
2	Interpret research into how students learn and how it applies to teaching	1, 2
3	Describe teaching strategies that respond to the diversity of students and their learning needs	1, 2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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	Se 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 students' 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	**Introduction to the course**
2	**Development** • **Cognitive Development** • **Development through adolescence**
3	**How People Learn** • **Perspectives and ways of looking at how people learn** • **The memory system**
4	**Memory** • **Types of memory** • **Working memory** • **Encoding and retrieval techniques**
5	**Cognitive Load Theory** • **Guest lecture: Prof Slava Kalyuga**
6	**Motivation** • **A framework for understanding the nature of motivation**
7	**Engagement** • **Self-Determination Theory** • **Goal Theory** • **Engagement**
8	**Research on Motivation in Schools** • **Guest Lecture: Prof Andrew Martin**
9	**Language** • **The role of language in learning in schools** • **Guest Lecture: Prof Chris Davison**
10	**Final Thoughts** • **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 of 6th are acceptable in the course for 2020)
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. (2016). *Educational psychology for learning and teaching.* South Melbourne, Victoria, Australia: Cengage.

McInerney, D. M., & McInerney, V. (2010). *Educational psychology: Constructing learning* (5th Ed.). Frenchs Forest, NSW, Australia: Pearson.

Schunk, D. H. (2014). *Learning theories: An educational perspective* (6th Ed.) Harlow, England: Pearson.

8. ASSESSMENT

The following assessment tasks are in addition to satisfactory attendance in all coursework, including successful participation in the INSTEP program, including 7 days classroom observation/assistance in schools.

Assessment Task	Length	Weight	Student Learning Outcomes	AITSL Standards	National Priority Area Elaborations	Due Date
1. Essay	2000 words	40%	1 2 3	1.1.1, 1.2.1, 1.3 1.5.1, 3.1.1 4.1.1	CM 1, 2, 5	Wednesday 29 April 5pm
2. Learning Case studies	3000 words	60%	1 2 3	1.1.1, 1.2.1, 1.3 1.4.1, 1.5.1, 2.5 4.1.1	CM 1, 7; LN 2; NESB 3, 4	1: Wednesday 4 March 5pm 2: Monday 23 March 5pm 3: Wednesday 8 April 5pm

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

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

Respond to each of the provided teaching and learning case study scenarios (There is one each on the topic of development, how people learn, and motivation.)

Describe the relevant theoretical aspects of the case studies, and then describe observations of these theoretical aspects drawing from your experiences in the INSTEP program.

Further information on how to construct each case study report will be provided in tutorials and on Moodle.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5112 LEARNING PERSPECTIVES

Student Name: Student No.:
Assessment Task: ESSAY

SPECIFIC CRITERIA	(-) ——— ┼ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the key issues relating to student motivation for learning, • an ability to demonstrate knowledge, respect and understand the differing social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning • Knowledge and understanding of students' different approaches to learning					
Depth of analysis and/or critique in response to the task • depth of understanding of the theoretical constructs discussed according to the motivation perspective chosen • clarity and depth in the application of the theoretical perspective to the classroom environment					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in class and associated resources • range of research and professional literature to support application of particular strategies for motivating student learning (distinct from that listed in the course outline)					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organisation, including weighting given to each section					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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FEEDBACK SHEET
EDST5112 LEARNING PERSPECTIVES

Student Name: Student No.:
Assessment Task: LEARNING CASE STUDIES

SPECIFIC CRITERIA	(-) ——— + (+)				
Understanding of the question or issue and the key concepts involved • identification of the relevant theoretical frameworks and understandings of the phenomena described in the case study					
Depth of analysis and/or critique in response to the task • depth of understanding of the theoretical and practical implications of the case study • synthesis of the ideas and relation to other aspects of educational psychology					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in class and associated resources • range of research and professional literature to support report observations					
Structure and organisation of response • appropriateness of overall structure of response • clarity and coherence of organisation					
Presentation of response according to appropriate academic and linguistic conventions • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**
Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**