



UNSW
SYDNEY

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University



EDST5306

Human Development and Education

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Dr Marianne Mansour	marianne.mansour@unsw.edu.au	Please email to arrange an appointment	John Goodsell 131	9385 1914

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977

E: education@unsw.edu.au

W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you explore contemporary understanding of human development across the lifespan (from early childhood through adulthood). You will consider the physical, cognitive, social and emotional developmental patterns and their academic and non-academic implications. Theoretical understandings will be linked to aspects of effective pedagogical practice in school and university classrooms.

At the conclusion of this course the student will be able to

1. Discuss and explain perspectives of human development.
2. Identify key concepts within human development and how they apply to educational settings
3. Communicate specialist knowledge within human development and show how it relates to educational settings
4. Generate teaching strategies based on theories, constructs, and concepts in human development

Teaching Strategies

Rationale: An awareness of developmental issues and challenges relevant to young people would seem crucial to the decision-making of those working with these people. This course enables students to become aware of developmental theories and evidence in cognitive, social, and emotional domains, and stimulates them to reflect on how developmental constructs and processes influence important educational outcomes. This will help students become effective practitioners within schools as well as within the context of the family and community. The course reflects a view that an understanding of developmental processes offers guidelines for effective educational practice.

Teaching strategies: In seminars, students will be presented with information about major theories of development/developmental topics, research, and implications for learning to guide and inform their pedagogy. Discussions and practical learning activities will play a key role in developing students' thinking about how developmental topics might be applied to educational contexts as well as drive optimal student learning outcomes.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.2	Structure teaching programs using research and collegial advice about how students learn.
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4.2	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Assessment

FURTHER GUIDANCE AND SUPPORT FOR ALL ASSESSMENTS WILL BE PROVIDED IN CLASS

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Reflection	30%	1	6.2.2	17/08/2018 05:00 PM
In-class test	30%	2	1.1.2,1.2.2,	18/10/2018 05:00 PM
Annotated lesson plans	40%	3,4	3.2.2,3.3.2,3.4.2	26/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Reflection

Start date: Not Applicable

Details: Reflect on human development based on own life experience. 1500 words Students will receive feedback within 10 business days of submission

Additional details:

Assessment 1 - Reflection (30%; 1500 words) (NOT including references)

Part 1 - Reflect on one positive and one negative developmental experience you have had in your own life. Describe these two experiences. Each experience should be based on a different type of development. For example, one can be focused on social development and one can be focused on cognitive development. (500 words)

Part 2 - Locate 2 readings that authentically relate to your two experiences (1 reading per experience). How do these readings inform your understanding of these experiences? How have your perceptions of these experiences changed as a result of these readings? (1000 words)

- A penalty of 5% of the total possible marks for each day or part day that the assessment is late applies

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: In-class test

Start date:

Details: In-class test with 20 short and extended response items.60 minutesStudents will receive feedback within 10 business days of submission

Additional details:

Assessment 2 - In-class Written Task (30%; 1 hour)

On the final day of class you will complete an in-class written task. The task will assess your knowledge and understanding of key theories and their practical application, as covered in the course. The task will comprise short and long responses to 20 questions. Further information and guidance about this task will be provided to you during seminars.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Annotated lesson plans

Start date: Not Applicable

Details: Apply human development principles to annotated lesson plans.3000 wordsStudents will receive feedback within 10 business days of submission

Additional details:

Assessment 3 - Annotated Lesson Plans (40%; 2000 words) (NOT including references)

The final assessment is an opportunity for you to consolidate all the knowledge you have gained in the course and to showcase it in annotated lesson plans centered on development. The assessment is to integrate two developmental topics covered in the course. The annotated lesson plans should include the following components:

- A brief overview and introduction
- Two lesson plans (NOT included in the word count)
- Resources you would use in your lessons to enhance them and align them to your developmental topics (NOT included in the word count)
- An explanation of how your lessons and resources explicitly link to the two developmental topics you have chosen
- You are expected to use at least 7 references from a range of resources including peer-reviewed journal articles, book chapters, websites. These should be dated from the year 2000 and onwards
- A penalty of 5% of the total possible marks for each day or part day that the assessment is late applies

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5306

Assessment Task: Reflection

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved <ul style="list-style-type: none"> ◦ Overall understanding of development 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ◦ Description of experiences ◦ Link between readings and experiences 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> ◦ Understanding of chosen readings 					
Structure and organization of response <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ◦ Logical and coherent presentation of arguments and ideas ◦ Appropriately paced, such that the presentation meets the time allocation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> ◦ Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure ◦ Correct referencing according to APA 6th edition for in-text and final reference list ◦ Word count is within 10% of the word limit 					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5306

Assessment Task: In-class test

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5306

Assessment Task: Annotated lesson plans

Specific Criteria	(-)—————>(+)				
<p>Understand of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Demonstrates a clear understanding of the chosen development topics 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> Explicit integration of selected development topics into lessons Insightful explanation of links between lessons and chosen development topics Appropriate use of resources to enhance lessons 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Use of relevant research literature to support arguments or positions Inclusion of citations from relevant professional and research literature to support the arguments that are dated from 2000 onwards (and older where appropriate) Appropriateness of the citations 					
<p>Structure and organization of response</p> <ul style="list-style-type: none"> Logical, clear, and coherent presentation of lessons Excellent flow of the overall structure and writing 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> Clarity, consistency and appropriateness of writing including punctuation, spelling and sentence structure Correct referencing according to APA 6th edition for in-text and final reference list Word count is within 10% of the word limit 					
<p>General comments/recommendations for next time:</p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and 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.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	26 July: Introduction to course, requirements and introduction to Human Development - Part 1
Week 2: 30 July - 5 August	Seminar	2 August: Introduction to Human Development - Part 2 and Research in Human Development
Week 3: 6 August - 12 August	Seminar	9 August: Cognitive Development - Part 1
Week 4: 13 August - 19 August	Online Activity	16 August: Cognitive Development - Part 2 17 August: Reflection due at 5 pm
Week 5: 20 August - 26 August	Seminar	23 August: Development of the Self - Part 1
Week 6: 27 August - 2 September	Seminar	30 August: Development of the Self - Part 2
Week 7: 3 September - 9 September	Seminar	6 September: Social Development - Part 1
Week 8: 10 September - 16 September	Seminar	13 September: Social Development - Part 2
Week 9: 17 September - 23 September	Seminar	20 September: Social Development - Part 3
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Online Activity	4 October: Physical Development
Week 11: 8 October - 14 October	Seminar	11 October: Course Revision and Wrap-Up
Week 12: 15 October - 21 October	Assessment	18 October: In-class Written Test
Week 13: 22 October - 28 October	Assessment	26 October: Annotated Lesson Plans due at 5 pm

Resources

Prescribed Resources

Readings will be available via Moodle

Recommended Resources

Readings will be available via Moodle

Course Evaluation and Development

The main ways in which the course has changed since last time as a result of student feedback:

No longer having a group assessment. It is now replaced by a reflection assessment

More group based activities, discussions, and clips in to further develop students' understanding of course topics

Image Credit

Synergies in Sound 2016

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