UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5151 Child Development: Psychological & Social Perspectives

Term 1, 2020

Contents

1. LOCATION 3

2. STAFF CONTACT DETAILS 3

3. COURSE DETAILS 3

STUDENT LEARNING OUTCOMES 4

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS 4

NATIONAL PRIORITY AREA ELABORATIONS 4

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 5

5. TEACHING STRATEGIES 5

6. COURSE CONTENT AND STRUCTURE 6

7. RESOURCES 7

8. ASSESSMENT 7

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
EDST5151 Child Development: Psychological and Social Perspectives (6 UOC)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Dr Tracy Durksen
Office Location:	Morven Brown Room G38
Email:	tracy.durksen@unsw.edu.au
Phone:	9385 8507
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Child Development: Psychological and Social Perspectives (Primary)
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html Wednesdays 1pm-4pm

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? Using educational psychology as a foundation, you will explore psychological and social perspectives on child development and learning during the primary years of schooling. In order to develop your understanding of young students and how they learn, this course will focus on integrating research findings, theoretical positions, and practical aspects of child development. Specifically, you will be challenged to consider critical developmental issues in relation to your within-school experiences. Completion of this course will enable you to link learning theories and educational practice as a basis for ongoing professional reflection and development of effective primary school pedagogy.

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

Last year was the second offering of this course within the new Master of Teaching Primary Program. While a number of changes were made after the first year, additional changes have been made as a result of student feedback. In addition, this course has benefited from a range of improvements thanks to the support of the UNSW Digital Uplift team of educational developers.

- **Course hurdle requirement:** 4321 Lists. Students found it challenging to keep up with the required weekly online posts. This year, time will be allotted within each class to complete the weekly post. A minimum of 8 out of 10 posts will be required (to align with the 80% attendance policy)
- **Program hurdle requirement:** Microteaching. The feedback form has been simplified and is now aligned with the 'teacher performance assessment' rubric that students will be working towards during their program. There is also a new centralised location for all microteaching components.
- **Assessment 1**: Case Study Report. Additional scaffolding and an incremental approach to completing this assessment is being implemented this year in order to better support students.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify and critically evaluate the key implications of a range of research findings about child development for student learning	1, 2
2	Describe the ways in which physical, social and intellectual factors, including socio-emotional, linguistic and cultural factors, impact on student learning in the primary years	1, 2
3	Describe the social, ethnic, linguistic, cultural and religious composition of primary schools in Australia and explain how such family and societal factors may affect learning	1
4	Draw on a range of strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching	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
1.3.1	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, 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
2.5.1	Knowledge and understanding of literacy and numeracy teaching strategies and their application in teaching areas	1
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics	1
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1

NATIONAL PRIORITY AREA ELABORATIONS

Priority Area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 5, 6	1, 2
B. Classroom Management	2, 4, 5	1
C. Information and Communication Technologies	4, 7, 8	2
D. Literacy and Numeracy	3, 4, 15	1, 2
E. Students with Special Educational Needs	1, 4, 6	1, 2
F. Teaching Students from Non-English-Speaking Backgrounds	3, 4, 5	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Primary-aged students bring with them a broad range of developmental considerations that impact learning. As a teacher, your own life experiences and perspectives on learning impact your interactions and teacher-student relationships. Understanding child development through psychological and social lenses as well as through the filter of your own background can help promote students' academic and non-academic successes. Given this awareness, it is critical that teachers draw upon a developmental framework. The content and teaching approach of this course will help you frame your own practice in a developmental way – one that can promote further focus, refinement, and reflection throughout your teaching career.

5. TEACHING STRATEGIES

You can expect a combination of lectures, group activities, and guest speakers to provide opportunities for critical study and reflection on research literature and related issues. The weekly face-to-face sessions will include explicit instruction and a range of interactive activities designed to help you clarify, apply, and explore key themes experienced in your INSTEP placements. Since research shows that learning is best activated by interaction (and not passive consumption), attendance and active participation in the sessions will provide the foundation for your own understanding and development in this course. Pre-session readings and/or activities will be assigned in order to enrich engagement with the course content. In addition, supplemental materials and discussion opportunities will be provided through the course Moodle page to help foster interest and support your learning.

6. COURSE CONTENT AND STRUCTURE

Module (Date)	**Session Topic** This is an ***indicative*** topic schedule. Refer to Moodle for the most current schedule. Throughout the course, the content ***may*** change to be adapted to the students' learning needs and interests.	**Textbook Readings*** **see our Moodle course page for additional required and recommended readings*
1 (19 Feb)	Introduction: Teachers and Teaching	Chapter 1
2 (26 Feb)	Culture and community	Chapter 2
3 (4 March)	Language and cognitive development	Chapter 3
4 (11 March)	Social development	Chapter 3
5 (18 March)	Emotional and moral development	Chapter 4
6 (25 March)	Cognitive processes	Chapters 7 and 8
7 (1 April)	Student motivation and engagement	Chapter 10
8 (8 April)	Assessment and communication with students and families	Chapter 14
9 *(15 April)*	Individual differences [Online only – no face-to-face session]	Chapters 5 and 9
	Week 10 (22 April): No lecture	
11 (29 April)	Bringing it all together: A developmental framework	*No required readings*

7. RESOURCES

Required Text

Woolfolk, A., & Margetts, K. (2019). *Educational Psychology* (5th Ed.). Melbourne, Vic: Pearson Australia. Access via UNSW Library as an e-book: https://ebookcentral.proquest.com/lib/unsw/detail.action?docID=5477948

See our course Moodle site for **additional required readings** and recommended resources.

8. ASSESSMENT

Hurdles and Assessment Tasks	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Course Hurdle: 4321 Lists	Minimum of 8 lists	Satisfactory/ Unsatisfactory				Weekly (in-class)
Program Hurdle: Microteaching	Four components	Satisfactory/ Unsatisfactory				Prior to first professional experience placement
Assessment 1: Case Study Report Weeks 2, 3, 4, 5 (~500 words x 4)	2000 words	40%	1, 2, 3	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 3.1, 4.1	A 4,5,6; B 2,4,5; D 3,4,15; E 1,4,6; F 3, 4, 5	Monday 23/03/2020 By 5.00pm
Assessment 2: Assessment Portfolio	~15 pages	60%	1, 2, 4	1.1, 1.2, 1.3, 1.4, 1.5	A 4,5,6; C 4,7,8; D 3,4,15; E 1,4,6; F 3, 4, 5	Monday 27/04/2020 By 5.00pm

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

HURDLE REQUIREMENTS

Course Hurdle Requirement: Weekly in-class activity (4321 Lists)

This hurdle requirement involves responding to readings and content discussed during our course. To satisfy this ongoing hurdle, please complete the following for **at least 8 out of the 10** opportunities indicated in our course schedule. See Moodle for further details.

A. **Prepare your list during the last 15 minutes of each class.** In response the weekly readings, activities, and/or session, please prepare a list containing the following:
   - 4 main points
   - 3 implications for teaching in your future classroom
   - 2 questions/ concerns/ criticisms/ responses
   - 1 response to another student's question or comment in class

B. **Upload your list before our next class (within one week).** Locate the *4321 Forum* on our Moodle course page and upload each list by the specified date (within one week).
   - You must post at least 8 lists in order to meet this course hurdle requirement
   - One of your 8 lists must be in response to Week 1. This is the first 4321 of the course that will address the readings, activities, and/or session on the introduction to educational psychology and child development. This session takes place on 19 February so you will submit your 4321 by 5pm on the following Tuesday (25 February 2020).

Program Hurdle requirement: Microteaching

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of your program as it provides you with the opportunity to focus on how you impact student learning through your interactions while also demonstrating key competencies specific to English or Maths. The microteaching component of the course will not only allow for your demonstration but also provide the important opportunity to observe other student teachers and engage in peer review. To prepare for this assessment, additional details and examples will be presented in class. See attached feedback form and Moodle for further details. To meet this program hurdle requirement, you must complete the following **four components** (see attached feedback form for details):

1. Planning – Submit an English or Maths lesson plan that incorporates both literacy and numeracy strategies. You will use the lesson plan template (see Moodle)
2. Teaching – Teach your 10-minute lesson to a small group of your peers (upload a copy of your video-recorded lesson to Moodle)
3. Assessing – Provide feedback to at least two of your peers
4. Reflecting – Complete a self-assessment with critical reflection within 2 days of teaching your lesson.

Important dates:
- Submit your draft lesson plan by Monday **16 March**
- Teach (and record) your 10-minute lesson by **8 April**
- Upload your final lesson plan and video file by **10 April**
- Submit your reflection (via online form) **within 2 days post-lesson**
- Submit peer feedback (via online form) for **at least 2 peers** (to be assigned)

Recommendations for success:
- Start planning now!
- Ask your English or Mathematics instructor for help
- Read widely on effective classroom strategies
- Practise aspects of your mini-lesson prior to teaching your lesson

ASSESSMENT TASKS

Assessment 1: Case Study Report

Your case study assessment task requires you to independently respond to four scenario-based learning activities (to be provided online weekly during Weeks 2, 3, 4, and 5). Your reflective response should be written in first person narrative and consist of four equal parts (~500 words for each scenario plus reference list). See Moodle for details.

When developing your response to each scenario, please address the following:

- The identification of possible developmental factor(s) and related process(s) likely to have contributed to the 'problem' described in the scenario
- Integrate related research and sources of information that support the developmental factors apparent in the case description and the subsequent course of action you outline
- Include a statement about how your beliefs, values, and/or prior experiences inform the course of action or approach to resolving the situation

Assessment 2: Assessment Portfolio

For this assessment task, you will compile an assessment portfolio through a number of steps. Although this is your final assessment, please start this task early!

1. Choose a year or stage level and define according to at least one developmental theorist and research related to that particular developmental area (e.g., physical, cognitive, language, social, emotional, moral).

2. Gather and write descriptions of 5 assessments that could help provide you with developmental information on one student at the chosen year or stage level of development.

3. Choose 2 of these assessments to trial with one student.

4. After obtaining permission from the classroom teacher in your INSTEP placement, trial the chosen assessments with one student.

5. Write-up the results of your trial and overall reflections. Be sure to include a developmental description of the student before presenting your results. This should include an overall developmental description, with specific attention to the developmental focus you are testing.

6. Format your report (approximately 15 pages; double-spaced) according to the additional requirements and template available on our course Moodle page.

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

Student Name: Student No.:
Assessment Task: Case Study Report

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • demonstrates knowledge, respect, and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning • identifies the relevant theoretical frameworks and understandings of the phenomena described in each case study • identifies the key individual and developmental influences on student learning					
Depth of analysis and/or critique in response to the task • expresses a deep understanding of the theoretical and practical implications of each case study • critically considers the limitations of the possible solutions to the problem presented in each case study					
Familiarity with and relevance of professional and/or research literature used to support response • references specifically to material, research, and ideas presented in the course • integrates a range of research and professional literature to support the application of particular strategies (distinct from required course readings)					
Structure and organisation of response • organises with clarity and coherence • concise and applies appropriate weighting to each part: Part 1 (Scenario 1) = 500 words, Part 2 (Scenario 2) = 500 words, Part 3 (Scenario 3) = 500 words, Part 4 (Scenario 4) = 500 words					
Presentation of response according to appropriate academic and linguistic conventions • uses APA for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English (Australian) spelling • presents a comprehensive response by combining the four parts into one submitted document within the required word length (2000 +/- 5% words plus overall reference list)					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Tracy Durksen **Due 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.**

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

Student Name: Student No.:
Assessment Task: Assessment Portfolio

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved • 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 • demonstrates knowledge, respect and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect assessment for learning					
Depth of analysis and/or critique in response to the task • demonstrates a theoretical and practical importance of understanding and assessing at a particular stage of development • clearly describes the application of a theoretical perspective to assessment selections • provides a clear description and analysis of the assessment trial and results					
Familiarity with and relevance of professional and/or research literature used to support response • references specifically to material, research and ideas presented in the course • integrates a range of research and professional literature (distinct from required readings) to support the selection of assessments and related implications					
Structure and organisation of response • organises with clarity and coherence • adheres to the required portfolio format					
Presentation of response according to appropriate academic and linguistic conventions • uses APA for clarity, consistency and appropriateness of quoting, paraphrasing, attributing sources of information, and listing references • writing is clear with appropriate sentence and paragraph structure, vocabulary use, punctuation, and English Australian spelling • presents a comprehensive response of approximately 15 double-spaced pages (plus references, appendices, etc.)					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Tracy Durksen **Due 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.**

Microteaching Feedback Form

Teacher Education Student: _____

Component	Criteria*	Minimum Standard	Comments/Satisfied
1.Planning	**Knows content area**	You created a complete lesson plan for 10 minutes. Your lesson plan focused on conceptual knowledge from the relevant syllabus in a way that displayed your developing knowledge of a range of teaching and assessment strategies to support students' learning.	
	Selects and organises content		
	Incorporates literacy and numeracy strategies		
2.Teaching	**Supports student participation**	You established an inclusive classroom environment where all your students (peers) were acknowledged as individuals. You modelled an enthusiastic and positive attitude towards teaching and learning. You gave clear instructions, checked for understanding and were consistent with your expectations for maximising student learning.	
	Manages classroom activities		
	Manages challenging behaviour		
	Uses effective classroom communication		
	Establishes learning goals		
	Structures and sequences lessons		
	Uses a range of teaching strategies		
	Differentiates teaching		
3.Assessing	Assesses student learning	You provided kind, specific, and helpful feedback to your peers – both within your lesson and after lessons taught by two of your peers.	
	Provides feedback		
	Makes consistent and comparable teacher judgments		
4.Reflecting	Evaluate and improve teaching plans	Your self-assessment included a written critical reflection of lessons refers to the teaching strategies that you used to support your students' (peers') learning. In your reflection, you highlighted at least one next step you will engage in for your own professional development as teacher (e.g., GROW model).	
	Identifies professional learning needs		

OVERALL COMMENTS

☐ Satisfactory

☐ Unsatisfactory

If you show evidence of working towards each of the four components, then you will have satisfied this program requirement. Any student whose first microteaching session is judged as unsatisfactory will be given a further (only one) opportunity to gain a satisfactory grade. If a student is assessed a second time as unsatisfactory in microteaching, they will not be permitted to undertake Professional Experience 1 until the key concerns have been resolved.

* Note: Criteria listed aligns with the UNSW Teacher Performance Assessment. For the purposes of this microteaching hurdle requirement, only some of the criteria **(bold)** is expected to be addressed.