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EDST1101

Educational Psychology

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Slava Kalyuga	s.kalyuga@unsw.edu.au	Thu 15:00 -16:00	John Goodsell Building Room 105	9385 1985

Tutors

Name	Email	Availability	Location	Phone
Pavel Guba	p.guba@unsw.edu.au			
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School Contact Information

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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

Subject Area: *Education*

An introduction to the study of Educational Psychology which examines some aspects of development and of learning and instruction. Topics include: cognitive development, development of memory, the role of knowledge, problem solving and thinking, an introduction to instructional methods.

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

1. Gain an understanding of the concepts, principles and perspectives of Educational Psychology
2. Gain knowledge about the structure and workings of human memory
3. Gain an understanding of how knowledge is constructed and its relation with memory
4. Gain knowledge of the implications of the human memory system for teaching and instructional design.
5. Gain an understanding of how expertise develops and differences between experts and novices
6. Gain knowledge of cognitive development
7. Gain knowledge of the higher order processes associated with creativity and critical thinking
8. Gain knowledge of the work of prominent educational psychologists

Teaching Strategies

Rationale for the inclusion of content and teaching approach

EDST1101 places a large emphasis on the role played by memory processes in effective learning and teaching. The teaching in this course is based on an active learning philosophy.

Teaching strategies

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 lectures are designed to be supportive and friendly, and include meaningful realistic learning tasks, as well as promote independent and collaborative study and enquiry. Teaching strategies used during the course will include:

small group learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;

explicit teaching including lectures and a range of teaching strategies to foster interest and support

learning;

structured occasions for reflection on learning to allow students to reflect critically on issues discussed;

extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate

These activities will occur in a climate that is supportive and inclusive of all learners.

Australian Professional Graduate Teaching Standards

Standard	Description
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
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.
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.3.1	Include a range of teaching strategies.
4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

National Priority Area Elaborations

Priority Areas	Elaborations
A - Aboriginal and Torres Strait Islander Education	
B - Classroom Management	1,2
C - Information and Communication Technologies	3,4,5,12
D - Literacy and Numeracy	5,7
E - Students with Special Education Needs	1
F - Teaching Students from Non-English Speaking Backgrounds	7

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	National Priority Area Elaborations	Due Date
Test 1	15	1,2,3	1.1.1,1.5.1,2.1.1,2.6.1	B: 1,2 C: 3,4,5,12 D: 5,7 E: 1	23/08/2018 05:00 PM
Tutorial Presentation	20	1,2,3,4,5,6,7,8	1.2.1,4.5.1	B: 1,2 C: 3,4,5,12 D: 5,7 E: 1 F: 7	Not Applicable
Essay	40	1,2,3,4,5,6	1.1.1,2.1.1,1.5.1,2.1.1,2.6.1,3.3.1		05/10/2018 05:00 PM
Test 2	25	4,5,6,7,8	1.1.1,1.2.1,1.5.1,2.1.1,3.3.1	B: 1,2 C: 3,4,5,12 D: 5	Week 13 Tutorial 12 (24 or 25 October)

Please refer to *Australian Professional Standards for Teachers and National Priority Area Elaborations* on the previous pages

Assessment Details

Assessment 1: Test 1

Start date:

Details: Task 1 - Multiple choice test - 20 minutes Students will receive feedback within three weeks of submission.

Additional details:

Test 1 is based on the content of Lectures 1.1- 4.2 (first 4 weeks)

Submission notes: In-class test during Lecture 5.2 (Week 5)

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Tutorial Presentation

Start date: Not Applicable

Details: Task 3 - Tutorial presentation - 7 minutes plus 300-word summary Students will receive written feedback within three weeks of submission.

Additional details:

1. 7 min/student group presentation on a particular topic, which will be assigned in the first tutorial (see the course's outline on Moodle site for details of the topics). The presentations should be focused on implications for teaching. The use of ICT (PowerPoint etc.) is encouraged.
2. Around 300-word summary of the presentation (an abstract) should be provided to the tutor prior to the talk (emailed or printed).

(Presentations are mandatory. Once tutorial presentation week and topic has been allocated, no changing of topic or week of presentation is permissible. A tutorial presentation cannot be delayed to another week. Any student who has failed to present at the specified tutorial time will have to arrange an alternative time with the tutor at the end of session (medical or other supporting documentation will be required)

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Essay

Start date:

Details: Task 4 - Essay - 1500 words Students will receive written feedback within three weeks of submission. This is the final assessment.

Additional details:

SELECT two of the topics below

- Working memory
- Encoding & retrieval
- Schema theory
- Problem solving
- Cognitive development

For each of the two topics selected

1. Discuss the main implications for teaching and learning

2. Using your own detailed example(s), explain how an understanding of this topic can positively influence instruction in a classroom.

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

Assessment 4: Test 2

Start date:

Details: Task 2 - Multiple choice and short answer test - 40 minutes Students will receive feedback within three weeks of submission.

Additional details:

Test 2 is based on the content of Lectures 5.1- 12.2 (last 8 weeks). In addition to a multiple-choice section, this test involves a short-answer question that requires very brief descriptions (2-3 sentences) of the main ideas/concepts underlying specific topics (5 items).

Submission notes: In-class test during Tutorial 12 (Week 13)

Turnitin setting: This is not a Turnitin assignment

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST1101

Assessment Task: Test 1

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

EDST1101

Assessment Task: Tutorial Presentation

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the question or issue and the key concepts involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis and/or relevance of specific examples 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Familiarity with and relevance of literature/sources used to prepare presentation 					
Structure and organization of response <ul style="list-style-type: none"> • Structure and organisation of presentation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Quality of presentation (use of media, interaction with audience, etc.) 					
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

EDST1101

Assessment Task: Essay

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST1101

Assessment Task: Test 2

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.**

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 on 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	Lecture	<p>26 July</p> <ol style="list-style-type: none"> 1. Introduction and organization of the course. What is educational psychology? 2. Cognitive approach to educational psychology. Importance of the active learner <p>Readings: Chapter 1; see Moodle</p> <p>NO TUTORIALS THIS WEEK</p>
Week 2: 30 July - 5 August	Lecture	<p>2 August:</p> <p>2.1 Modal model and sensory memory</p> <p>2.2 Perception</p> <p>Readings: Chapter 2</p>
	Tutorial	<p>Tutorial 1</p> <p>Organisation of tutorial presentations</p> <p>Course requirements, expectations, assessments</p> <p>Introduction to educational psychology; cognitive approach</p>
Week 3: 6 August - 12 August	Lecture	<p>9 August</p> <p>3.1 Attention</p>

		<p>3.2 Working memory</p> <p>Readings: Chapter 2; see Moodle</p>
	Tutorial	<p>Tutorial 2 Modal model, sensory memory, and perception</p> <ol style="list-style-type: none"> 1. Provide an overview of the modal model, visual and auditory registers 2. Describe and discuss Sperling's (1960) experiment 3. Discuss the role of knowledge & context in perception
Week 4: 13 August - 19 August	Lecture	<p>16 August</p> <p>4.1 Working memory and instructional implications</p> <p>4.2 Long-term memory</p> <p>Readings: Chapters 2, 3; see Moodle</p>
	Tutorial	<p>Tutorial 3 Attention</p> <ol style="list-style-type: none"> 1. Discuss and provide examples of resource limited and data limited tasks 2. Discuss differences between automatic and controlled processes 3. Divided attention and dual tasks
Week 5: 20 August - 26 August	Lecture	<p>23 August</p> <p>5.1. Long-term memory: Schema Theory</p> <p>Multiple choice test 1</p>

		<p>5.2. Long-term memory: Instructional implications</p> <p>Readings: Chapter 3</p>
	Tutorial	<p>Tutorial 4 Working memory</p> <ol style="list-style-type: none"> 1. Describe working memory structure 2. Describe working memory characteristics 3. Discuss instructional implications of working memory limitations
Week 6: 27 August - 2 September	Lecture	<p>30 August</p> <ol style="list-style-type: none"> 1. Piaget's theory of cognitive development 2. Piaget's theory: Instructional Implications and criticisms <p>Readings, see Moodle</p>
	Tutorial	<p>Tutorial 5 Long-term memory and schemas</p> <ol style="list-style-type: none"> 1. Describe different form of knowledge (declarative and procedural; semantic and episodic) 2. Provide examples of schemas in your area of teaching/interest 3. Discuss implications of long-term memory and schema theory for learning and teaching
Week 7: 3 September - 9 September	Online Activity	<p>6 September: online classes (see Moodle)</p> <p>1 Prominent educational psychology theories: Cognitive load theory</p> <p>2 Prominent educational psychology theories: Cognitive theory of multimedia learning</p> <p>Readings: Chapter 10, see Moodle</p>
	Tutorial	<p>Tutorial 6 Cognitive load theory and multimedia learning</p>

		<ol style="list-style-type: none"> 1. Describe key aspects and principles of cognitive load theory 2. Provide examples of instructional approaches to reducing learner cognitive load 3. Describe techniques for improving effectiveness of multimedia presentations
Week 8: 10 September - 16 September	Lecture	<p>13 September</p> <p>8.1 Encoding</p> <p>8.2 Encoding and levels of processing</p> <p>Readings Chapter 4</p>
	Tutorial	<p>Tutorial 7 Piaget's theory</p> <ol style="list-style-type: none"> 1. Describe one of Piaget's stages of cognitive development and key characteristics of a person associated with this stage 2. Describe and explain the design of one of Piaget's experiments in cognitive development 3. Describe the main instructional implications of Piaget's work
Week 9: 17 September - 23 September	Lecture	<p>20 September</p> <p>9.1 Retrieval</p> <p>9.2 Problem Solving</p> <p>Readings Chapters 5, 8</p>
	Tutorial	<p>Tutorial 8 Encoding</p>

		<ol style="list-style-type: none"> 1. Discuss different strategies for encoding simple information 2. Explain the role of activating prior knowledge in encoding 3. Discuss the process of encoding in relation to the concept of levels of processing
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	<p>4 October</p> <p>10.1 Knowledge acquisition and expertise</p> <p>10.2 Creativity and critical thinking</p> <p>Readings Chapter 8, see Moodle</p>
	Tutorial	<p>Tutorial 9 Retrieval</p> <ol style="list-style-type: none"> 1. Describe the processes of recognition and recall 2. Discuss the concept of encoding specificity <p>Essay requirements: Q&A</p> <p>Essay due 5 October, 5 pm</p>
Week 11: 8 October - 14 October	Lecture	<p>11 October</p> <p>11.1 Meta-cognition</p> <p>11.2 Prominent educational psychology theories: Evolutionary educational psychology</p> <p>Readings Chapter 4, 10, see Moodle</p>
	Tutorial	<p>Tutorial 10 Problem solving and expertise</p> <ol style="list-style-type: none"> 1. Describe different approaches to problem solving 2. Discuss the research on expert-novice differences in problem solving 3. Discuss the role of deliberate practice in

		<p>problem solving</p> <p>4. Describe the means of encouraging creativity and critical thinking in the classroom</p>
Week 12: 15 October - 21 October	Lecture	<p>18 October</p> <p>12.1 Prominent educational psychology theories: theories of motivation</p> <p>12.2 New trends in educational psychology. Summary of the course</p> <p>Readings Chapter 9, see Moodle</p>
	Tutorial	<p>Tutorial 11 Evolutionary educational psychology</p> <ol style="list-style-type: none"> 1. Discuss the differences between biologically primary and secondary knowledge 2. Provide examples of biologically primary knowledge relevant to teaching 3. Discuss the concept of metacognition: is it primary or secondary knowledge?
Week 13: 22 October - 28 October	Tutorial	<p>Tutorial 12 (24-25 October)</p> <p>Multiple Choice Test 2</p> <p>NO LECTURES THIS WEEK</p>

Resources

Prescribed Resources

Textbook – R.H. Bruning, G.J. Schraw & M.M. Norby (2011) *Cognitive Psychology and Instruction* (5th Ed). New York: Pearson.

Recommended Resources

R.E. Mayer (2008). *Learning and Instruction* (2nd Ed.). New York: Pearson.

J. Sweller, P. Ayres, & S Kalyuga (2011). *Cognitive load theory*. New York: Springer.

S. Duchesne, & A. McMaugh (2016). *Educational psychology for learning and teaching*. Melbourne: Cengage Learning

A.Woolfolk, & K. Margetts (2016). *Educational Psychology*. Melbourne: Pearson

A.M.O'Donnell, E.Dobozy, B. Bartlett, M.Nagel, R.Spooner-Lane, A. Youssef-Shalala (2016). *Educational Psychology*. Milton Qld: Wiley

Course Evaluation and Development

Formal student feedback will be gathered through UNSW myExperience.

Informal feedback will be gathered during lectures and tutorials.

Student suggestions and comments will be analysed and acted upon to improve the student learning experience in the following semesters.

Image Credit

Synergies in Sound 2016

CRICOS

CRICOS Provider Code: 00098G