



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST1101
Educational Psychology

Term 3, 2019

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
STUDENT LEARNING OUTCOMES.....	3
AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS.....	3
NATIONAL PRIORITY AREA ELABORATIONS	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE	5
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
EDST 1101, Educational Psychology (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Prof Slava Kalyuga
Office Location: John Goodsell Building Room 105
Email: s.kalyuga@unsw.edu.au
Phone: 9385 1985
Availability: Wed 12:00 -1:00

Course Tutor(s): Sue-Ann Lim
Email: sue-ann.lim@unsw.edu.au

Course Tutor(s): Vicki Likourezos
Email: v.likourezos@unsw.edu.au

3. COURSE DETAILS

Course Name	EDST1101 Educational Psychology
Credit Points	(6 units of credit)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

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

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

- added online content
- Test 1 is not conducted during the lecture anymore

STUDENT LEARNING OUTCOMES

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

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

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	1a, 1b 3
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1b, 2, 3
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	1a, 1b 3
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1a, 1b,3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1a,3
3.3.1	Include a range of teaching strategies	1b, 3
4.5.1	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
B Classroom Management	1, 2	1b, 2, 3
C Information and Communication Technologies	3, 4, 5, 12	1b,2,3
D. Literacy and Numeracy	5, 7	1b,3
E Students with Special Educational Needs	1	1b, 3
F Teaching Students from Non-English-Speaking Backgrounds	7	3

4. 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. It emphasises the importance of active learning. The teaching in this course is based on an active learning philosophy.

5. TEACHING STRATEGIES

Student-centred 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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p>17 September</p> <p>1.1 Introduction and organization of the course. What is educational psychology (cognitive approach)?</p> <p>1.2 Modal model and sensory memory</p> <p>Readings: Chapters 1, 2; see Moodle</p>	<p>Tutorial 1</p> <p>Organisation of tutorial presentations</p> <p>Course requirements, expectations, assessments</p>
2	<p>24 September</p> <p>2.1 Perception</p> <p>2.2 Attention</p> <p>Readings: Chapter 2</p>	<p>Tutorial 2 <u>Modal model, sensory memory</u></p> <ol style="list-style-type: none"> 1) Provide an overview of the modal model, 2) Visual and auditory registers 3) Describe and discuss Sperling's (1960) experiment
3	<p>1 October</p> <p>3.1 Working memory</p> <p>3.2 Working memory and its instructional implications</p> <p>Readings: Chapter 2; see Moodle</p>	<p>Tutorial 3 <u>Perception and attention</u></p> <ol style="list-style-type: none"> 1) Discuss the role of knowledge & context in perception 2) Discuss differences between automatic and controlled processes 3) Divided attention and multi-tasking
4	<p>8 October</p> <p>4.1 Long-term memory</p> <p>4.2 Schema Theory</p> <p>Readings: Chapter 3; see Moodle</p>	<p>Tutorial 4 <u>Working memory</u></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
5	<p>15 October</p> <p>5.1 Instructional implications of long-term memory. Schema acquisition and development (Piaget's general theory of cognitive development)</p> <p>5.2 Piaget's theory of stages of cognitive development</p> <p>Readings, see Moodle</p>	<p>Tutorial 5 <u>Long-term memory and schemas</u></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

6	<p>22 October</p> <p>6.1 Cognitive load theory</p> <p>6.2 Cognitive theory of multimedia learning</p> <p>Readings: Chapter 10, see Moodle for online components to study</p>	<p>Tutorial 6 <u>Piaget's theory</u></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 the main instructional implications of Piaget's work <p>Essay requirements: Q&A</p>
7	<p>29 October</p> <p>7.1 Encoding</p> <p>7.2 Encoding and levels of processing</p> <p>Readings Chapter 4</p>	<p>Tutorial 7 <u>Cognitive load theory</u></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
8	<p>5 November</p> <p>8.1 Retrieval</p> <p>8.2 Problem Solving</p> <p>Readings Chapters 5, 8</p>	<p>Tutorial 8 <u>Encoding</u></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 <p>Essay due 8 November, 5 pm</p>
9	<p>12 November</p> <p>9.1 Knowledge acquisition and Expertise</p> <p>9.2 Critical thinking and creativity</p> <p>Readings Chapter 8, see Moodle</p>	<p>Tutorial 9 <u>Retrieval, problem solving</u></p> <ol style="list-style-type: none"> 1) Describe the processes of recognition and recall 2) Discuss the concept of encoding specificity 3) Describe different approaches to problem solving 4) Discuss the research on expert-novice differences in problem solving
10	<p>19 November</p> <p>10.1 Meta-cognition</p> <p>10.2 Evolutionary educational psychology</p> <p>Readings Chapter 4, 10, see Moodle</p>	<p>Tutorial 10</p> <p><i>Multiple Choice / Short Answer Test</i></p>

7. RESOURCES

Textbook details

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

Available from UNSW bookshop.

A copy of this book is also available in the Library for 2-hour loan (High Use Collection, Main Library, HUC 370.152/233 AM)

Additional readings

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

Additional readings are posted on the Moodle course website.

Recommended websites

See Moodle course website.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Tutorial Presentation	7-8 min/student	20%	SLOs 1-8	1.2.1, 4.5.1	B, C	In tutorials
Essay	1, 500 words	40%	SLOs 1-6	1.1.1, 1.2.1, 1.5.1, 2.1.1, 2.6.1, 3.3.1	B, C, D, E, F	Friday 08/11/19 By 5.00pm
Class Test (30 M/C questions plus 5 short answer questions)	50 Minutes	40%	SLOs 1-8	1.1.1, 1.2.1, 1.5.1, 2.1.1, 2.6.1, 3.3.1	B, C, D, E	Tutorial 10 (Week10)

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 Tutorial Presentation

- a) 7-8 min/per student presentation on a particular topic, which will be assigned in the first tutorial (see Section 6 above for details of the tutorial topics). The presentations should be focused on implications for teaching. The use of ICT (PowerPoint etc.) is encouraged.
- b) Around 250-word summary of the presentation (an abstract) should be provided via Moodle (Turnitin for the presentations) prior to the talk.

(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)

Task 2 Essay (1,500 words)

SELECT two of the topics below

- Working memory
- Encoding
- Schema theory
- Cognitive development
- Cognitive load theory

For each of the two topics selected

- a) Discuss the main implications for teaching and learning
- b) Using your own detailed example(s), explain how an understanding of this topic can positively influence instruction in a classroom.

Task 3 Class Test

Test will be based on the content of all lectures. In addition to a multiple-choice section (30 items), this test involves 5 short-answer questions that require brief descriptions (2-3 sentences) of the main ideas/concepts underlying specific topics.

FEEDBACK SHEET
EDST1101 EDUCATIONAL PSYCHOLOGY
UNSW SCHOOL OF EDUCATION

Student Name:

Student No.:

Assessment Task: **Tutorial Presentation**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <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					
Depth of analysis and critique in response to the task <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					
Familiarity with and relevance of professional and/or research literature used to support response <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					
Structure and organisation of response Level of structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions <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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

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
 EDST1101 EDUCATIONAL PSYCHOLOGY

Student Name:
 Assessment Task: **Essay**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <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 					
Depth of analysis and critique in response to the task <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 					
Familiarity with and relevance of professional and/or research literature used to support response <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 					
Structure and organisation of response <ul style="list-style-type: none"> • Level of structure and organisation of response 					
Presentation of response according to appropriate academic and linguistic conventions <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 					
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.