



UNSW
SYDNEY

School of Education

**EDST5151 Child Development:
Psychological & Social Perspectives**

Term 1 2021

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST5151 Child Development: Psychological and Social Perspectives (6 UOC)
Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen
Email: tracy.durksen@unsw.edu.au
Location: Ground Floor, Morven Brown Building
Availability: Please email to arrange an appointment
Tutor: Dr Vicki Likourezos
Email: v.likourezos@unsw.edu.au
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#EDST5151T1 |

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:

- This course has been re-designed for online accessibility and engagement
- The teaching pattern has changed from a weekly seminar to a lecture and tutorial
- Hurdle tasks have been removed and integrated within the course and/or program
- Assessment tasks have been modified

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. 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

This unit of study involves a 10-week program. 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.

| Week | Topic |
|------|----------------------------|
| 1 | Introduction to the course |
| 2 | Human development (Part 1) |
| 3 | Human development (Part 2) |
| 4 | Learning and memory |
| 5 | Cognitive load |
| 6 | Motivation |
| 7 | Engagement |
| 8 | Individual differences |
| 9 | Assessment for learning |
| 10 | Final thoughts |

7. RESOURCES

Recommended texts

Duchesne, S., & McMaugh, A. (2018). *Educational Psychology for Learning and Teaching* (6th ed.) Pearson. <https://au.cengage.com/c/isbn/9780170410823/> Recent editions are also relevant.

Woolfolk, A., & Margetts, K. (2019). *Educational Psychology* (5th Ed.). Melbourne, Vic: Pearson Australia. *This title is available via the library as an e-book. You can access it and use it for the course without having to purchase it. Recent editions are also relevant.*

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

8. ASSESSMENT

| Assessment Tasks | Length | Weight | Student Learning Outcomes Assessed | Australian Professional Standards Assessed | National Priority Area Elaborations Assessed | Due Date |
|---|-------------------------|--------|------------------------------------|--|--|---|
| Assessment 1: Scenario-based reflection | 2000 words | 40% | 1-3 | 1.1.1, 1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.5.1, 3.1.1, 4.1.1 | A 4,5,6; B 2,4,5; D 3,4,15; E 1,4,6; F 3,4,5 | Wednesday 24 th March by 5pm |
| Assessment 2: Developmental case study | 4000 words (equivalent) | 60% | 1-2, 4 | 1.1.1, 1.2.1, 1.3.1, 1.5.1 | A 4,5,6; C 4,7,8; D 3,4,15; E 1,4,6; F 3,4,5 | Tuesday 27 th April by 5pm |

Submission of assessments

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

Assessment Details

Assessment 1: Scenario-based reflection (2000 words, 40%)

This task requires you to independently respond to four scenario-based learning activities (to be provided via Moodle). Your reflective response should be written in first person narrative and consist of four equal parts (~500 words for each scenario plus reference list). Details and examples will be provided on the course Moodle page.

Assessment 2: Developmental case study (4000 words, 60%)

You will locate supportive literature, select/create activities, conduct a trial with one primary-aged child, and compile your submission into one document. Details and a template will be provided on the course Moodle page.

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

Student Name:

Student No.:

Assessment Task 1: **Scenario-based reflection**

| SPECIFIC CRITERIA | (-) | _____▶ | (+) |
|--|-----|--------|-----|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> 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 (scenario) identifies the key individual and developmental influences on student learning | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> 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 (scenario) | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> references specifically to material, research, and/or ideas presented in the course integrates additional research and/or professional literature to support the application of particular strategies | | | |
| Structure and organisation of response <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 in first person narrative by combining the four parts into one submitted document within the required word length (2000 words +/- 5% plus overall reference list) | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | |

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Due Date:

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 2: **Developmental case study**

| SPECIFIC CRITERIA | (-) | _____▶ | (+) |
|--|-----|--------|-----|
| Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • demonstrates an understanding of the key developmental issues relating to student learning and evaluates how different approaches 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 learning and development | | | |
| Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 activity selections • provides a clear description and analysis of the trial and results | | | |
| Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • references specifically to material, research and/or ideas presented in the course • integrates research and professional literature (distinct from required readings) to support the selection of activities and the related implications | | | |
| Structure and organisation of response <ul style="list-style-type: none"> • organises with clarity and coherence • includes all required sections with appropriate headings | | | |
| Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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 in first person narrative within the required word length (4000 words +/- 5% plus references, appendices, etc.) | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | |

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Due Date:

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.

