



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5320
Individual Differences & Education

Term 2 2020

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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 and Social Sciences
School of Education
EDST 5320 Individual Differences & Education (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen
Office Location: G38 Morven Brown Building
Email: tracy.durksen@unsw.edu.au
Phone: 9385 8507
Availability: By appointment (arrange via email)

3. COURSE DETAILS

Course Name: Individual Differences & Education
Credit Points: 6 units of credit (uoc)
Workload: Involves 24 hours of class contact time
Schedule: http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF COURSE

It is important that educators understand and appreciate individual differences in how students learn and develop aptitudes for learning. In this course you will be introduced to some of the essential theories of individual differences related to learning. In this course you will learn about major theories of individual differences and how individual differences interact with educational processes and outcomes. Specific topics that you will learn about in this course include studies of human intelligence, personality, and self-beliefs. You will explore and examine current theoretical perspectives in these areas, and will be able to develop a sense of the interdependence of different aspects of thinking and believing. You will also learn how the theories and research may help real-life applications to classroom teaching and learning.

Note: This course complements EDST5306 (Human Development) as well as EDST5321 (Motivation in Education).

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

- This 4-day intensive course is now offered during the July school holidays
- Online activities have been added to further enhance students' learning
- The pre-assessment hurdle task has been removed and incorporated into Assessment 1
- Additional pre-readings will be assigned to support students' completion of the assessment tasks

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s
1 Explain what aspects of individual differences have been of importance to education and teaching	1
2 Appreciate relative strengths and limitations of different theories of individual differences	2
3 Summarise and report on major theories of individual differences	1
4 Discuss real-life examples related to the theories of individual differences	2
5 Explain how the theoretical aspects of individual differences may be applied to the real-life contexts of teaching and learning	2

PROGRAM LEARNING OUTCOMES

Standard	Assessment/s
1 Advanced disciplinary knowledge and practices You will be able to demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2 Enquiry-based learning You will be able to demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	2
3 Cognitive skills and critical thinking You will be able to demonstrate advanced critical thinking and problem solving skills	1
4 Communication, adaptive and interactional skills You will be able to communicate effectively with a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5 Global outlook You will be able to demonstrate an understanding of international perspectives relevant to the educational field	1
6 Ethics You will be able to demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	Assessment/s
1 Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)	1
3 Plan for and implement effective teaching and learning (3.3.2, 3.4.2, 3.7.2)	2
4 Create and maintain supportive and safe learning environments (4.1)	2
6 Engage in professional learning (6.1)	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Human variation is inevitable. Therefore, as a class of adult learners, we will approach and study individual differences with careful consideration to the shared or non-shared perspectives or lenses used to interpret and contextualise such differences. This course enables students to become more aware of their conceptualisation of individual differences and prompts them to reflect on how such differences are quantified and measured. Students are expected to critically evaluate the relevance of individual characteristics in the domain of learning, teaching and the workplace. As a result, students may consider how they approach their own practice within educational settings and develop appropriate strategies to embrace diversity and inclusivity in their own learning and teaching. The course reflects a view that although it is impossible to cater for the full range of human differences in the classroom, a heightened awareness of such differences will provide a more effective toolbox of strategies to support learning and teaching and enhance the student experience.

5. TEACHING STRATEGIES

This course will include explicit instruction and a range of interactive activities, small group discussions, and assessments designed to help you clarify, apply, and explore key themes experienced in your current or prospective teaching practice.

6. COURSE CONTENT AND STRUCTURE

Lecture Dates and General Topics	
Day 1: Monday 6 July 6-hour face-to-face seminar	<i>Defining, Explaining, and Assessing Individual Differences</i>
Day 2: Tuesday 7 July 6-hour face-to-face seminar	<i>Understanding Intelligence and Individual Differences</i>
Day 3: Thursday 9 July 6-hour face-to-face seminar	<i>Considering Perspectives on Personality and Self</i>
Day 4: Friday 10 July Online activities	<i>Acknowledging the Importance of Context</i>

7. RESOURCES

Before the Course Begins:

Students will be asked to read 10 journal articles or chapters prior to the start of the course. These pre-course readings are required for the first assessment of the course, which is due immediately following the course. Students are strongly encouraged to have written a solid draft of Assessment Task 1 before the course begins. These pre-course readings will also provide a broad overview of the topics covered in the course.

During the Course: Once the course begins, students will be expected to read 1-2 journal articles or chapters before each class. Readings will be distributed on Moodle.

8. ASSESSMENT

Task	Length	Weight	Student Learning Outcomes	Program Learning Outcomes	APST	Due date
Assessment 1	2000 words	40%	1, 3	1, 3, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Friday 10 July 5pm

Assessment 2	3000 words	60%	2, 4, 5	1, 2, 4, 6	3.3.2, 3.4.2, 3.7.2, 4.1, 6.1	Monday 27 July 5pm
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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 (40%): Reflection on Individual Differences and Education (2000 words)

You will reflect on your experiences of individual differences and education and interpret these by making links with pre-course readings. This assessment will help you prepare for the course and identify your prior understanding and experiences with individual differences in educational contexts.

Before the Course Begins

Part 1: Description

Read the 5 required journal articles or chapters for this assessment (see course Moodle page). These readings will provide a broad overview of the topics covered in the course. Think about an experience you have had in teaching that highlighted individual differences in **one** of the following areas identified in one of the five readings:

- Intelligence
- Personality
- Motivation
- Interests and Values
- Self-beliefs

Describe this personal experience in 100-200 words. This can be a one-off experience, a recurrent experience, or an ongoing experience.

Part 2: Links with Literature

Read an additional 3-5 articles or chapters (available via Moodle reading list) related to your selected area. Then consider the following questions and make authentic links to the knowledge and understanding of the concepts you have gained from your readings.

- How do the readings inform your understanding of this experience?
- To what extent have your perceptions of the experience changed after the readings?

Part 3: Moving Forwards

Consider the following questions and write at least two answers for each:

- What remaining questions do you have about the experience that you described, the readings, or the topic in general?
- What do you want to learn about during our course on individual differences?

Important Notes:

- The word limit is constrained and so it is very important that you attend directly to the questions above.
- There is no need to summarise the literature in this assessment task.
- Your personal reflections are the key content that will be assessed and the extent to which you concisely show depth of understanding, sophisticated reflection, and changes in understanding.
- First-person language is appropriate (as this is based upon your experiences).
- The use of headings for the different sections is encouraged.
- This reflection should be double-spaced, size 12 font, and written in APA style (see Moodle for assistance with APA formatting)

- The UNSW Learning Centre can provide support for academic writing and referencing styles: <https://student.unsw.edu.au/skills>

Assessment 2 (60%): Critical Literature Review (3000 words)

This assessment will provide you with an opportunity to put theory and research into practice by considering the relevance of the literature you review to your own teaching practice. You will choose one of the five topics that you want to learn more about – it could be the same topic as your

Assessment 1:

- Intelligence
- Personality
- Motivation
- Interests and Values
- Self-beliefs

Tips for writing a critical literature review and a template will be made available to you through our course Moodle page.

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FEEDBACK SHEET

EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 1**

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> Reflection on a prior experience related to one of the five topic areas (Part 1) Clear links to your prior experience throughout the assessment task (Part 2, 3) 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Sophisticated and in-depth reflection on your prior experience (Part 1, 2) Identification of changes in knowledge of your prior experience due to the readings related to one of the five topic areas (Part 1) Formation of at least two responses about individual differences (Part 3) 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Clear and authentic links to at least 4 of the peer reviewed articles or chapters to inform understanding of prior experiences (including at least 1 from the pre-course reading list) Authentic use of literature to describe consistent (or opposing) views on your topic Accurate understanding of the literature 					
Structure and organisation of response <ul style="list-style-type: none"> Appropriateness of overall structure Clarity and coherence of organisation, including use of provided or appropriate headings for the three different parts of the assessment 					
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, grammar, and sentence/paragraph structure Correct referencing according to APA for in-text and final reference list Word count is within +/- 5% of the 2000 word limit (not including reference list) 					
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.**

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST5320: Individual Differences

Student Name:

Student No.:

Assessment Task: **Assessment 2**

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrated a clear understanding of the chosen topic • Presented an effective argument for why the chosen topic is important and relevant for teaching and learning in general as well as how the topic relates to personally or professionally 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Sophisticated and in-depth analysis and/or critique of the literature • Identification of changes in knowledge of the topic as a result of the readings • Formation of at least two recommendations (practical implications for teachers and/or future research) • Clearly linked to what was learned through Assessment 1 (even if Assessment 1 was on a different topic) • Demonstrated an accurate understanding of the literature in relation to theoretical or professional knowledge by integrating supportive and relevant citations 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Clear and authentic links to 1-2 assigned readings (can be from the first assessment) and at least 4 peer-reviewed journal articles (that were not cited in the first assessment) with publication dates of 2005 to 2019. • Authentic use of literature to describe consistent (or opposing views) on your topic 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure • Clarity and coherence of organisation, including use of the template provided 					
<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, grammar, and sentence/paragraph structure • Correct referencing according to APA 6th for in-text and final reference list • Word count is within +/- 5% of the 3000 word limit (not including reference list) 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>					

Lecturer

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.**