EDUC2102: Educational Psychology: Learners and the Learning Process

Callaghan, Ourimbah and Online
Semester 2 - 2023

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COURSE OUTLINE

OVERVIEW

Course Description This course examines concepts and theories from developmental and educational psychology as they pertain to learning. The course provides opportunities for pre-service teachers to develop knowledge and understanding of learners and the process of learning, and their implications for educational planning and practice. This is a core course for undergraduate Education students and may also be taken electively by students in other disciplines who are interested in the psychology of learning.

Requisites This course replaces EDUC1003. If you have successfully completed EDUC1003 you cannot enrol in this course.

Contact Hours **Callaghan**
Integrated Learning Session
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1

Lecture
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1

Tutorial
Face to Face On Campus
1 hour(s) per Week for 13 Weeks

Ourimbah
Integrated Learning Session
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1

Lecture
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1

Tutorial
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1

Online
Integrated Learning Session
Online
2 hour(s) per Week for 13 Weeks starting Week 1

Lecture
Online
1 hour(s) per Week for 13 Weeks starting Week 1

Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator

Consultation: by email

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Teaching Staff	Other teaching staff will be advised on the course Canvas site.
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SYLLABUS

Course Content	This course focuses on understanding typical processes of development and learning, as well as dispositional differences between learners. The developmental part of the course includes cognitive, emotional, social and moral development. Key theories of learning are addressed in areas such as memory, metacognition and regulation, as well as exploring individual differences related to these, and how such differences influence learning. The course also considers the importance of social context for individual behaviour.
Course Learning Outcomes	**On successful completion of this course, students will be able to:** 1. Understand typical developmental trends 2. Compare and apply current theories of learning 3. Explain individual differences that affect learning 4. Consider how social contexts influence individual behaviour

Course Materials	**Required Reading:**
	There is no textbook for this course. These are the required readings, in alphabetical order. A full reading list will be provided on the course Canvas site, with the required and recommended readings for each week of the semester.

Brackett, M., Bailey, C., Hoffman, J., & Simmons, D., (2019). RULER: A Theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist, 54*(3), 144-161, DOI: 10.1080/00461520.2019.1614447.

Clarke, L., & McLaughlin, T. (2018). What do teachers need to know? Brain development and high quality early learning environments. *Early Education, 64*, 12-17.

Dignath, C., & Buttner, G. (2018). Teachers' direct and indirect promotion of self-regulated learning in primary and secondary school mathematics classes. Metacognition and Learning, 13, 127-157.

Hushman, C., & Marley, S. (2015). Guided instruction improves elementary student learning and self-efficacy in science. *Journal of Educational Research, 108*(5), 371-381.

Kyttälä, M., Kanerva, K., Munter, I., & Björn, P. (2019). Working memory resources in children: stability and relation to subsequent academic skills. *Educational Psychology, 39*(6), 709-728.

Linnenbrink-Garcia, L., Patall, E., Pekrun, R., (2016). Adaptive motivation and emotion in education: Research and principles for instructional design. *Policy Insights from the Behavioural and Brain Sciences, 3(*2), 228-236.

Longobardi, S., Borello, L., Thornberg, R., & Settanni, M. (2019). Empathy and defending behaviours in school bullying. *British Journal of Educational Psychology, 90*(2), 473-486, DOI: 10.1111/bjep.12289.

Perry, J., Lundie, D., & Golder, G. (2019) Metacognition in schools: What does the literature suggest about the effectiveness of teaching metacognition in schools? *Educational Review, 71*(4), 483-500.

Spitzer, B., Aronson, J. (2015). Minding and mending the gap: Social psychological interventions to reduce educational disparities. *British Journal of Educational Psychology, 85*, 1-18.

Sweller, J. (2016). Working memory, long-term memory, and instructional design. *Journal of Applied Research in Memory and Cognition, 5*, 360-367.

Walker, S., Lunn-Brownlee, J., Scholes, L., & Johansson, E. (2020). The development of children's epistemic beliefs across the early years of elementary school. *British Journal of Educational Psychology, 90*(2), 266-281, DOI:10.1111/bjep.12280.

Zajda, J. (2018). Effective constructivist pedagogy for quality learning in schools. Educational Practice and Theory, 40(1), 67-80.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Introduction: 1. What is educational psychology ? 2. Brain development	Clarke, L., & McLaughlin, T. (2018). What do teachers need to know? Brain development and high quality early learning environments. Early Education, 64, 12-17.	
2	24 Jul	Development: Cognitive development and constructivism	Zajda, J. (2018). Effective constructivist pedagogy for quality learning in schools. Educational Practice and Theory, 40(1), 67-80.	Online Test A (5%)
3	31 Jul	Development: Social, emotional and moral development	Brackett, M., Bailey, C., Hoffman, J., & Simmons, D., (2019). RULER: A Theory-driven, systemic approach to social, emotional, and academic learning. Educational Psychologist, 54(3), 144-161.	Presentations
4	7 Aug	Theories of learning: Information processing	Kyttälä, M., Kanerva, K., Munter, I., & Björn, P. (2019). Working memory resources in children: stability and relation to subsequent academic skills, Educational Psychology, 39(6), 709-728.	Presentations
5	14 Aug	Theories of learning: Cognitive load	Sweller, J. (2016). Working memory, long-term memory, and instructional design. Journal of Applied Research in Memory and Cognition, 5, 360-367.	Presentations
6	21 Aug	Theories of learning Self-regulated learning	Zimmerman, B.J. (2013). From cognitive modelling to self-regulation: A social cognitive career path. Educational Psychologist, 48(3), 135-147.	Presentations
7	28 Aug	Theories of Learning: Metacognition	Perry, J., Lundie, D., & Golder, G. (2019) Metacognition in schools: What does the literature suggest about the effectiveness of teaching metacognition in schools? Educational Review, 71(4), 483-500.	Presentations
8	4 Sep	Individual differences: Motivation, attribution and goal theory	Linnenbrink-Garcia, L., Patall, E., Pekrun, R., (2016). Adaptive motivation and emotion in education: Research and principles for instructional design. Policy Insights from the Behavioural and Brain Sciences, 3(2), 228-236.	
9	11 Sep	Individual differences: Intelligence Mindset and epistemic beliefs	Walker, S., Lunn-Brownlee, J., Scholes, L., & Johansson, E. (2020). The development of children's epistemic beliefs across the early years of elementary school. British Journal of Educational Psychology, 90(2), 266-281	
10	18 Sep	Individual differences: Self theories Sense of belonging	Hushman, C., & Marley, S. (2015). Guided instruction improves elementary student learning and self-efficacy in science. Journal of Educational Research, 108(5), 371-381.	Scenario (25%)
		Mid Term Break		

Mid Term Break				
11	9 Oct	The social context: Theory of mind and empathy	Longobardi, S., Borello, L., Thornberg, R., & Settanni, M. (2019). Empathy and defending behaviours in school bullying: The mediating role of motivation to defend victims. British Journal of Educational Psychology, 90(2) 473-486.	
12	16 Oct	The social context: Socioeconomic status and academic achievement.	Spitzer, B., Aronson, J. (2015). Minding and mending the gap: Social psychological interventions to reduce educational disparities. British Journal of Educational Psychology, 85, 1-18.	Proposal (40%)
13	23 Oct	Review and evaluation		Online Test B (10%)
Examination Period				
Examination Period				

ASSESSMENTS

This course has 4 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Test A + B	Week 2 (5%) and Week 13 (10%)	Individual	15%	1
2	Presentation	Weeks 3-7	Individual	20%	1, 2
3	Scenario	Week 10	Individual	25%	1, 2, 3
4	Proposal	Week 12	Individual	40%	1, 2, 3, 4

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online Tests - 15%

Assessment Type In Term Test

Description This assessment item is split into an early online test (5%) that covers content from weeks 1-2 of the course, and a final online test (10%) that covers content from weeks 1-12. These tests use multiple choice or short-answer questions, with an average of 1 minute per question: Test A gives 10 minutes to answer 10 questions, Test B gives 20 minutes to answer 20 questions. Questions are randomly selected from pools covering each week of course content.

Weighting 15%

Due Date These tests will be available for one week each, starting after the week's lecture finishes. Students can complete the task at any time in those 7 days.

Submission Method Online

Assessment Criteria 1.   Correct recognition, recall, or explanation of key theories and concepts

Return Method Online

Feedback Provided Online

Assessment 2 – Presentation – 20%

Assessment Type Presentation

Description This task allows students to demonstrate an in-depth understanding of one research article in educational psychology and how it links to educational practice. Students will create and record a short power-point presentation that reviews a recommended journal article from their allocated week. Presentations should be five (5) minutes long, with five (5) content slides, plus a title slide and reflection slide. A draft will be shared for peer review in tutorials, then the final recorded PowerPoint is to be submitted via Canvas. A script must also be submitted, as a word document which will be checked by Turnitin.

In the presentation, the content of the journal article should be summarised, highlighting implications for teaching. Specific classroom strategies must be recommended that relate to the findings of the article. Limitations of the article should be identified, and recommendations made for further reading. The presentation will be marked out of 15. Students must then post a comment in Canvas responding to their feedback, and this is marked out of 5. Further explanation of this task will be provided on Canvas and in tutorials.

Weighting	20%
Due Date	Weeks 3-7
Submission Method	Online
Assessment Criteria	1. Correct recognition, recall, or explanation of key theories and concepts
	2. Correct application of key theories and concepts to teaching and learning scenarios
Return Method	Online
Feedback Provided	Online

Assessment 3 – Scenario - 25%

Assessment Type	Scenario question
Description	Students will respond to a short classroom scenario, which describes the behaviour of a particular individual. Students will use appropriate theory to interpret the described behaviour and recommend appropriate strategies for ongoing support and development. Each student will receive a randomly selected scenario when they open the task in Canvas, and once the task is begun you have one hour (60 minutes) to write your response. Further explanation of this task will be provided on Canvas and in tutorials
Weighting	25%
Due Date	This task will be available for one week, starting after the week 10 lecture finishes. Students can complete the task at any time in those 7 days.
Submission Method	Online
Assessment Criteria	1. Correct recognition and explanation of key theories and concepts
	2. Correct application of theories and concepts to teaching and learning examples
Return Method	Online
Feedback Provided	Online

Assessment 4 – Proposal - 40%

Assessment Type	Proposal
	This task provides an opportunity for students to show they can apply ideas and evidence from educational psychology to educational practice. Students select a question to address, which sets out a challenge or issue related to educational psychology. Students will write a proposal (950 words) that responds to their chosen question and details recommended strategies that are supported by current research evidence (i.e. journal articles). The proposal will be supported by a single annotated bibliography entry (250 words) that critically reviews one key journal article upon which their recommendations are based. This article must be found independently, it cannot be from the course reading list.
Weighting	40%
Due Date	End of Week 12
Submission Method	Canvas
Assessment Criteria	1. Correct explanation of key theories and concepts
	2. Correct application of key theories and concepts to teaching and learning
	3. Use of academic evidence to support recommendations
Return Method	Online
Feedback Provided	Online

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

Attendance/participation will be recorded in the following components:
- Tutorial (Method of recording: Rolls will be taken at the start of each tutorial.)

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.

Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
	1. the assessment item is a major assessment item; or
	2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
	3. you are requesting a change of placement; or
	4. the course has a compulsory attendance requirement.
	Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:
	https://policies.newcastle.edu.au/document/view-current.php?id=236

Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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