EDUC2102: Educational Psychology: Learners and the Learning Process

Callaghan, Ourimbah and Online

Semester 1 - 2024

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
Lecture
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1
Integrated Learning Session
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
Lecture
Face to Face On Campus
1 hour(s) per Week for 13 Weeks starting Week 1
Integrated Learning Session
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
Lecture
Online
1 hour(s) per Week for 13 Weeks starting Week 1
Integrated Learning Session
Online
2 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	**Callaghan**
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	Ourimbah and Online
	Dr Matthew Wilson-Wheeler
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Teaching Staff   Other teaching staff will be advised on the course Canvas site.

School Office   **School of Education**

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SYLLABUS

Course Content   The course focuses on understanding typical human development, key learning theories, and individual differences between learners. The developmental part of the course covers various areas, such as cognitive, emotional, social and moral development. The course also outlines key theories of learning, in areas such as memory, metacognition and regulation, as well as exploring individual differences and how these influence learning. In addition, the course 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 set textbook for this course. The journal articles listed here 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	Readings	Assessment Due
1	26 Feb	Introduction to EDUC2102: 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	4 Mar	Development: Cognitive development and constructivism	Zajda, J. (2018). Effective constructivist pedagogy for quality learning in schools. Educational Practice and Theory, 40(1), 67-80.	AT1a Online Test (5%) Open Tue W2 - Tue W3
3	11 Mar	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.	AT2 Presentations (20%) Due next Mon midday
4	18 Mar	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.	AT2 Presentations (20%) Due next Mon midday
5	25 Mar	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.	AT2 Presentations (20%) Due next Mon midday
6	1 Apr	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.	AT2 Presentations (20%) Due next Mon midday
7	8 Apr	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.	AT2 Presentations (20%) Due next Mon midday
**Mid Term Break**			
**Mid Term Break**			
8	29 Apr	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.	*Prepare for AT3 Scenario*

9	6 May	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	*Prepare for AT3 Scenario*
10	13 May	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.	AT3 Scenario (25%) Due Mon W11 midday *Prepare for AT4 Proposal*
11	20 May	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.	*Plan & draft AT4 Proposal*
12	27 May	The social context: Socioeconomic status and academic achievement. Principles of assessment.	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.	*Finalise AT4 Proposal* Proposal Task (40%) Due Mon W13 midday
13	3 Jun	The significance of Educational Psychology for your learning and teaching.	Reflection on own learning profile and how this may influence your teaching	AT1b Online Test (10%) Open Tue W13 for one week, closing the following Tuesday at midday.
Examination Period (no exam for this course)				
Examination Period (no exam for this course)				

ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Test - 15%	Weeks 2 (5%) and Week 13 (10%)	Individual	15%	1, 2, 3, 4
2	Presentation - 20%	Weeks 3,4,5,6 or 7	Individual	20%	1, 2
3	Scenario - 25%	Week 10 (due Monday W11)	Individual	25%	1, 2, 3
4	Proposal – 40%	Week 12 (due Monday W13)	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 Test – 15%

Assessment Type	In Term Test
Description	This assessment item is split into an early online test (Test A, 5%) that covers content from weeks 1-2 of the course, and a final online test (Test B, 10%) that covers content from weeks 1-12. These tests use multiple choice or short-answer questions. 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	Canvas
Assessment Criteria	1. Correct recognition, recall, or explanation of key theories and concepts 2. Correct application of theories and concepts to teaching and learning examples
Return Method **Feedback Provided**	Online Online

Assessment 2 - Presentation - 20%

Assessment Type	Professional Development 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 a short power-point presentation that reviews a recommended journal article from their allocated week and applies it to classroom teaching and learning. Presentations should be five (5) minutes long, with five (5) content slides, plus title slide and reflection slide. A draft will be shared with peers in tutorials, then the final PowerPoint is 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	This task will be shared on Padlet for peer teaching in tutorials in the student's allocated week. This will be ONE of weeks 3, 4, 5, 6 or 7. Students then have the opportunity to revise their work in light of feedback. The final submission for marking must be submitted in Canvas by midday Monday of the following week, e.g. Week 3 presentations will be shared in week 3 tutorials with final versions submitted by Monday of Week 4.
Submission Method	Online
Assessment Criteria	1. Correct explanation of key theories and concepts from the research article 2. Clear identification of implications for teaching and learning 3. Limitations are identified, with relevant recommendations for further reading 4. Presentations is clear, supported with evidence, and referenced using APA7th.
Return Method **Feedback Provided**	Online 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 up to 90 minutes to write your response. Further explanation of this task will be provided on Canvas and in tutorials.
Weighting	25%
Due Date	This is a Week 10 task, and will close at midday Monday of Week 11.
Submission Method	Canvas
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 **Feedback Provided**	Online Online

Assessment 4 – Proposal – 40%

Assessment Type	Proposal / Plan
Description	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 an evidence-based proposal (1100 words) that responds to their chosen question and details recommended teaching strategies that are supported by current research evidence (i.e. journal articles). This task must be written in clear academic style, with APA 7th referencing.
Weighting	40%
Due Date	Midday Monday Week 13
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 **Feedback Provided**	Online 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 is not mandatory for this course.
Attendance/participation will be recorded in the following components:
- Tutorial (Method of recording: Rolls will be taken during 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 to identify 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. Please see the Student Academic Integrity Policy for more information.

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.

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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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EDUC2102 AT2 Presentation Task Rubric

	Unsatisfactory Pre-structural (0-50%)	Satisfactory Uni-structural (50-64%)	Credit Multi-structural (65-74%)	Distinction Relational (75-84%)	High Distinction Extended abstract (85-100%)	
Understanding of the article: Key concepts and findings	Poor understanding. The presentation does not review a recommended reading, or demonstrates major conceptual errors. **0 – 1**	Basic understanding, possibly with minor conceptual errors. May only focus on one aspect of the article. **2**	Good understanding of multiple ideas discussed in the article, without errors. Includes multiple aspects of the article. **2.5**	Strong understanding of key concepts, showing mastery of the article's overall argument. Relates concepts from the article to each other and to other sources. **3**	Outstanding understanding of and insight into the article and how it relates to the educational context. Concepts from the article are integrated with ideas and evidence from other sources. **3.5 - 4**	**/4**
Critical analysis of the article: Considering limitations	No analysis shown **0 – 1**	At least one limitation is identified, but may be superficial. **2**	Meaningful limitations are identified, possibly as discrete concepts. Further readings offered, but may be weak/unconnected. **2.5**	Multiple limitations are explained and their impact is discussed. Relevant further readings are suggested. **3**	Multiple limitations are analysed in terms of their consequences for source utility, with suggestions made for addressing these with relevant further readings. **3.5 - 4**	**/4**
Application of the article: Classroom strategies	The presentation does not recommend justified classroom strategies that are related to the article. **0 – 1**	At least one justified classroom strategy is identified. May not be explained in detail, or may include errors. **2**	Justified classroom strategies are explained, with specific examples. Strategies may be explained as discrete ideas. Few errors, and only in more sophisticated ideas. **2.5**	Based on the article, three or more justified classroom strategies are explained, with clear connection to theory and to each other. Potential challenges in implementing these strategies are identified. No errors in understanding. **3**	Based on the article, three or more justified classroom strategies are explained and analysed. Issues around their implementation in a classroom are discussed, with suggestions for effective practice and/or policy. No errors in understanding. **3.5 - 4**	**/4**
Academic Writing, Grammar and Spelling	Major errors in academic writing, grammar and spelling. **0**	Academic writing, grammar and spelling are generally good, with minor errors expected at this level. **0.5**		Academic writing, grammar and spelling are high quality throughout. **1**		**/1**
Referencing	Major errors in APA referencing. **0**	APA referencing appropriately used, with minor errors **0.5**		APA referencing used consistently and accurately throughout **1**		**/1**
Substantial draft shared with peers	Draft not substantial and/or not shared with peers in tutorial. **0**	Draft was shared with peers, but may not have been 'substantial', e.g. many slides not completed, no plan for narration, student unable to explain their plan. **0.5**		Substantial draft shared, e.g. student was able to show the content for each slide and explain/show what will be said for each slide. **1**		**/1**
					Total	**/15**

EDUC2102 AT2 Presentation Task Rubric

Referencing	*Major errors in APA referencing.* **0**	*APA referencing appropriately used, with minor errors* **0.5**	*APA referencing used consistently and accurately throughout* **1**
	Major errors includes: • No in-text referencing • No reference list • Referencing is not APA • Key information is missing from citations, e.g. authors, article title, journal name • Multiple sources cited in-text that are not on reference list, or listed on reference list that are not cited in-text • Citations are just copied and pasted URLs	**Minor errors includes*:** • Using first names instead of surnames • Missing page numbers for quotes • Using '&' when it should be 'and', or vice versa • Reference list not alphabetical • No hanging indent • Incorrect italicisation of article title/journal name • Consistently incorrect capitalisation • A source used in-text is not cited on reference list • A source cited on reference list is not used in text *See also 'additional notes' section below.*	**May contain ONE minor error *in formatting only*, e.g.** • A volume number not in italics • No hanging indent **At this level students' work must show:** • Consistent use of in-text referencing to support claims. • Accurate APA in-text referencing using authors' surnames, date of publication, and page numbers if required. • An APA reference list including all sources cited in-text, and all sources on the reference list have been cited in-text. • Citations must include all required information, formatted (almost) perfectly as per APA requirements.
Academic Writing, Grammar and Spelling	*Major errors in academic writing, grammar and spelling.* **0**	*Academic writing, grammar and spelling are generally good, with minor errors expected at this level.* **0.5**	*Academic writing, grammar and spelling are high quality throughout.* **1**
	Major errors includes: • There/their, two/too • Should of • Lack of punctuation • Poor sentence structure • Inappropriate language	**Minor errors includes*:** • Affect/effect, casual/causal, etc. • Mistakes with punctuation • Contractions (don't, won't, they're) • Use of first person • Informal language	**May contain ONE minor error,** e.g. an isolated spelling mistake. **At this level students' work must show:** Consistently high quality expression that is clear and concise, uses sophisticated language appropriately, and does not contain errors.
***Additional notes:**		The examples above are provided to illustrate major and minor errors. Other errors may be identified in your work that are not specified here. if your work shows many or consistent minor errors, the marker may judge that this is equivalent to a major error and award 0 points.	The full one mark may still be awarded, at the tutor's discretion, if one or two very minor errors are identified, such as a typo. Work that contains meaningful mistakes, or multiple minor errors can only receive a maximum of 0.5 in these categories.

EDUC2102 Learners and the Learning Process

AT3 Scenario questions (25%)

This task requires you to write an extended response to a scenario. As a guide, we expect 1-2 paragraphs per question, which might total around 5-600 words for the whole task. No referencing is required, but you should name specific theories and use accurate terminology.

1. What is happening in this situation? Use relevant theory from weeks 8-10 to <u>explain what is happening, and how this affects the student's learning.</u> (12)

2. <u>What strategies would you recommend</u> to support this student's learning? Explain your answer in detail using theory from weeks 1-10 of this course. (12)

    The final point (1) comes from the overall quality of your writing.
    This includes your spelling, grammar, and organisation of ideas.

Scenario Marking Rubric					
	Fail	**Pass**	**Credit**	**Distinction**	**High Distinction**
1. Explain **(12)**	0-5 Not correctly answered. E.g. no relevant theory is identified, or no explanation is offered.	6-7 <u>Identifies</u> relevant theory but explanation of impact is limited or weak. May contain errors.	7.5-8 <u>Explains</u> relevant theory, <u>considers impact</u> on learning.	8.5-9 <u>Applies</u> relevant theor<u>ies</u>, with <u>detailed explanation of impact</u> on learning.	10-12 <u>Analyses</u> relevant theor<u>ies</u>, with detailed explanation of how they may <u>interact</u> to affect learning.
2. Strategies **(12)**	0-5 Not correctly answered. E.g. may include some relevant advice but without theory, or showing serious misunderstanding.	6-7 At least one appropriate strategy is <u>identified</u>, with reference to relevant <u>theory</u>. May contain errors.	7.5-8 <u>More than one strategy</u> is <u>described,</u> with clear <u>explanation</u> using theory.	8.5-9 <u>Detailed explanation</u> of possible strategies, correctly <u>applying more than one theory</u>.	10-12 Detailed explanation <u>and analysis</u> of possible strategies, correctly applying more than one theory. Considers <u>potential problems and how these might be overcome</u>.
Quality of writing **(1)**	0 Below expected standard – is unclear, or has serious errors in spelling/grammar.	0.5 At expected standard – generally clear and accurate. May include some minor errors.	1 Exemplary – virtually no errors. May contain a maximum of 2 errors which should be high level and not affect clarity.		

EDUC2102 AT4 Proposal and Annotated Bibliography Rubric

	Unsatisfactory Pre-structural (0-50%)	Satisfactory Uni-structural (50-64%)	Credit Multi-structural (65-74%)	Distinction Relational (75-84%)	High Distinction Extended abstract (85-100%)	
Proposal Recommendations	No clear recommendation is made, and/or no connection is made with educational psychology. May include significant errors of understanding. **0- 5**	Outlines at least one recommendation, showing a basic understanding of educational psychology. May include minor errors. **6-7**	Describes multiple recommendations, showing a good understanding of educational psychology. Different aspects of the topic may not be connected. **7.5-8.5**	Analyses multiple recommendations, showing a strong understanding of educational psychology. Different aspects are integrated to show a mastery of the topic as a whole. **9-9.5**	Critically analyses multiple recommendations, showing excellent understanding of educational psychology. Different aspects are integrated as a whole, and links are made to the broader educational context. **10-12**	**/12**
Use of evidence	No/poor evidence provided in support of ideas. **0 -3**	Some evidence provided to support ideas. **4**	Evidence is consistently provided to support ideas. **5**	Evidence is integrated throughout to support ideas. **6**	A range of evidence is well integrated throughout to support the overall argument. **7-8**	**/8**
Critical analysis	Evaluation of evidence is not clearly present. **0-3**	Evaluation may be vague or superficial. **4**	Evaluation clearly present but focuses on only one element. **5**	Evaluation analyses multiple strengths and weaknesses of sources. **6**	Evaluation critically analyses strengths and weaknesses, drawing clear conclusions about utility. **7-8**	**/8**
Sources NB Older sources may be used if they are seminal works – but these will not be counted in your 5/6/8 sources for the rubric.	Sources are poor or missing (e.g. >10years old, not from peer reviewed journals, not Educational Psychology) **0-1**	At least 5 sources are used that are acceptable quality. One or two may show weaker relevance or be older than 10 years. **2**	At least 6 are used that are good quality, i.e. they are from education journals, relevant, and <10 years old. **2.5**	At least 6 sources are used that are very good quality. that are from educational psychology journals, directly relevant, and <10 years old. **3**	At least 8 sources are used, that are overall of excellent quality. Most come from educational psychology journals, are clearly relevant, and were published in the last five years. **3.5-4**	**/4**
Academic Writing, Grammar and Spelling	Major errors in academic writing, grammar and spelling. **0-1**	Academic writing, grammar and spelling area acceptable but with frequent minor errors. **2**	Academic writing, grammar and spelling contain few minor errors, and only in more sophisticated areas. **2.5**	Academic writing, grammar and spelling are consistently high quality throughout. **3**	Academic writing, grammar and spelling are immaculate. **3.5-4**	**/4**
Referencing	Major errors in APA referencing. **0-1**	APA referencing used appropriately, but with minor errors. **2**	APA referencing used well overall, with few minor errors in more sophisticated areas. **2.5**	APA referencing used consistently and accurately. **3**	APA referencing is immaculate. **3.5-4**	**/4**
					Total	**/40**

EDUC2102 AT4 Proposal and Annotated Bibliography Rubric

Referencing	Major errors includes*:	Minor errors includes*:	'Sophisticated errors' means mistakes such as:
	• No in-text referencing • No reference list • Referencing is not APA • Key information is missing from citations, e.g. authors, article title, journal name • Multiple sources cited in-text that are not on reference list, or listed on reference list that are not cited in-text • Citations are just copied and pasted URLs	• Using first names instead of surnames • Missing page numbers for quotes • Using '&' when it should be 'and', or vice versa • Reference list not alphabetical • No hanging indent • Incorrect italicisation of article title/journal name • Consistently incorrect capitalisation • A source used in-text is not cited on reference list • A source cited on reference list is not used in text *See also 'additional notes' section below.	• Listing multiple references in the wrong order. • Incorrect formatting of 'split' references with author cited separately from page number for quotation. **At D or HD level students' work must show:** • Consistent use of in-text referencing to support claims. • Accurate APA in-text referencing using authors' surnames, date of publication, and page numbers if required. • An APA reference list including all sources cited in-text, and all sources on the reference list have been cited in-text. • Citations must include all required information, formatted (almost) perfectly as per APA requirements.
Academic Writing, Grammar and Spelling	Major errors includes*: • There/their, two/too • Should of • Lack of punctuation • Poor sentence structure • Inappropriate language	Minor errors includes*: • Affect/effect, casual/causal, etc. • Mistakes with punctuation • Contractions (don't, won't, they're) • Informal language	**Sophisticated errors means mistakes such as:** • Imperfect use of technical theoretical vocabulary. • Clumsy use of complex sentence structure. **At D or HD level students' work must show:** Consistently high quality expression that is clear and concise, uses sophisticated language appropriately, and does not contain errors.
*Additional notes:	The examples above are provided to illustrate major and minor errors. Other errors may be identified in your work, that are not specified here. if your work shows many or consistent minor errors, the marker may judge that this is equivalent to a major error and award 0 points.		The full mark(s) may still be awarded, at the tutor's discretion, if one or two very minor errors are identified, such as a typo.