School of Education

UNSW Arts, Design and Architecture

EDST5151

Child Development: Psychological & Social Perspectives

Term 1, 2023



Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy]

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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.

Course Learning Outcomes

1. 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.
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.
3. Identify and critically evaluate the key implications of a range of research findings about child development for student learning.
4. Draw on a range of research-based strategies to assess the specific learning needs of a diverse range of primary aged students, and identify their implications for teaching.

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 linguistic, 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	Know and understand literacy and numeracy teaching strategies and	1

	their application in teaching areas.	
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	4-6	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	3-5	1, 2

Teaching Strategies

Teaching strategies: You can expect a combination of lectures and tutorial activities designed to provide opportunities for critical study and reflection on research literature and related issues. Face-to-face lectures will include explicit instruction and a range of interactive activities to help you clarify, apply, and explore key themes experienced in your school settings. Since research shows that learning is best activated by interaction (and not passive consumption), attendance and participation in the lecture discussions will provide the foundation for your own understanding and development in this course. In addition, online tutorial material will help foster interest and support your learning within small peer communities of practice.

Rationale: 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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Case study	40%	Week 7	1, 2, 3
2. Assessment Portfolio	60%	24/04/2023 05:00 PM	1, 2, 4

Assessment 1: Case study

Due date: Week 7

Your case study assessment task requires you to independently respond to four scenario-based learning activities (to be provided online weekly during Weeks 2, 3, 4, and 5). Your reflective response should be written in first person narrative and consist of four equal parts (~500 words for each scenario plus reference list). Further details will be provided on the course Moodle page.

Length: 2000 words.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Assessment Portfolio

Due date: 24/04/2023 05:00 PM

Task: You will compile an assessment portfolio and trial 2 assessments. Details and a template will be provided on the course Moodle page.

Length: 3000 words equivalent (~15 pages).

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

RUBRIC/FEEDBACK SHEET
EDST5151 CHILD DEVELOPMENT: PSYCHOLOGICAL & SOCIAL PERSPECTIVES
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Case study

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • 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 critique in response to the task • 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 • 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 • organises with clarity and coherence					

Specific Criteria	(-)——————————>(+)				
• 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 • 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:					

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
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Assessment Task 2: Assessment Portfolio

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • 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 critique in response to the task • 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 • 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					

Specific Criteria	(-)——————————>(+)				
• organises with clarity and coherence • includes all required sections with appropriate headings					
Presentation of response according to appropriate academic and linguistic conventions • 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:					

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 13 February - 17 February	Topic	Introduction to the course
Week 2: 20 February - 24 February	Topic	Human development (Part 1)
Week 3: 27 February - 3 March	Topic	Human development (Part 2)
Week 4: 6 March - 10 March	Topic	Learning and memory
Week 5: 13 March - 17 March	Topic	Cognitive load
Week 6: 20 March - 24 March	Topic	Motivation
Week 7: 27 March - 31 March	Topic	Engagement
	Assessment	Case study
Week 8: 3 April - 7 April	Topic	Individual differences
Week 9: 10 April - 14 April	Topic	Assessment for learning
Week 10: 17 April - 21 April	Topic	Final thoughts

Resources

Prescribed Resources

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

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

This course outline sets out the description of classes at the date the Course Outline is published. The nature of classes may change during the Term after the Course Outline is published. Moodle should be consulted for the up to date class descriptions. If there is any inconsistency in the description of activities between the University timetable and the Course Outline (as updated in Moodle), the description in the Course Outline/Moodle applies.

Image Credit

Synergies in Sound 2016

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