School of Education

EDST5151 Child Development: Psychological & Social Perspectives

Term 1 2021

Contents

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. 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

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

Student Name: Student No.:

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

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/or 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
  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					

Lecturer: **Due 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.**

Student Name: Student No.:

Assessment Task 2: **Developmental case study**

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/or 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
    organises with clarity and coherence
    includes all required sections with appropriate headings						