



CHRISTIAN HERITAGE COLLEGE

ES113

**EDUCATIONAL PSYCHOLOGY:
LEARNING AND DEVELOPMENT (P-6)**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ES113
Unit name	Educational Psychology: Learning and Development (P-6)
Associated higher education awards	Bachelor of Education (Primary)
Duration	One semester
Level	Introductory
Core/elective	Core
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320
Delivery mode	Face-to-face on site
Student workload	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study and assignment preparation 111 hours TOTAL 150 hours</p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
Prerequisites/ co-requisites/ restrictions	Nil
Rationale	<p><u>Enduring Understanding:</u> Each person is uniquely created by God, and human development is a dynamic process that affects how a person learns.</p> <p>Through an analysis of different theories that highlight human development across the lifespan, this unit will equip pre-service teachers with basic understandings regarding the nature, processes and principles of human development, as well as assist them in helping to recognise their own level in the developmental sequence. Pre-service teachers will explore the various contours of the human person: cognitive, social, emotional, spiritual, moral, relational and volitional; developing conceptual understandings through which students will be able to appreciate and acknowledge the multifaceted and complex nature of human development.</p> <p>This unit pays particular attention to the specific learning characteristics and learning needs of learners in Prep to Year 6, including specific needs of Aboriginal and Torres Strait Islander students.</p> <p>Pre-service teachers will consider Christian worldview in the context of learning and development.</p>
Prescribed text(s)	<p>Duchesne, S., & McMaugh, A. (2015). <i>Educational psychology for learning and teaching</i>. South Melbourne, VIC: Cengage Learning.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>

<p>Recommended readings</p>	<p>Books</p> <p>Cremin, T., & Arthur, J. (Eds). (2014). <i>Learning to teach in the primary school</i>. London, UK: Taylor & Francis.</p> <p>Charlesworth, R. (2016). <i>Understanding child development</i>. Boston, MA: Cengage Learning.</p> <p>Damon, W., & Lerner, R. (2006). <i>Handbook of child psychology</i> (6th ed.). Hoboken, NJ: John Wiley & Sons.</p> <p>Peterson, C. (2014). <i>Looking forward through the lifespan developmental psychology</i> (6th ed.). Sydney, NSW: Pearson.</p> <p>Phillips, J., & Lampert, J. (2012). <i>Introductory indigenous studies in education: The importance of knowing</i>. Frenchs Forest, NSW: Pearson Education.</p> <p>Wittmer, D., Petersen, S., & Puckett, M. (2016). <i>The young child: Development from prebirth through age eight</i> (7th ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>Woolfolk, A., & Margetts, K. (2012). <i>Educational psychology</i> (3rd ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Journals</p> <p><i>Educational Psychology Review</i></p> <p><i>Educational Psychology</i></p> <p><i>Journal of Educational Psychology</i></p> <p><i>Social Psychology of Education</i></p> <p>Websites</p> <p>Australian Curriculum – English Syllabus http://www.australiancurriculum</p> <p>Institute for Teaching and School Leadership (AITSL) http://www.aitsl.edu.au/</p> <p>Queensland Curriculum and Assessment Authority (QCAA) https://www.qcaa.qld.edu.au/</p> <p>Learning Place http://education.qld.gov.au/learningplace/</p> <p>Queensland College of Teachers (QCT) http://www.qct.edu</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>Nil</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction to educational psychology 2. Development of self across the domains 3. The viewing of self as a learner: Educational psychology theories 4. Looking through the lens of socio-cultural theory 5. Cultural influences on learning and development 6. Aboriginal and Torres Strait Islander perspectives in the learning content, including knowledge and understanding of the impacts of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students 7. Learning and learners in context (P-6)

Learning outcomes	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. explained the meaning and significance of culture, learning, development, context and education in P-6 classrooms, with specific consideration of Aboriginal and Torres Strait Islander cultures; 2. investigated perspectives on learning and development from educational psychology and considered the consequences of these for education in the primary years (P-6); 3. an understanding of both traditional and modern Australian cultures and lifestyles and how these relate to and impact upon P-6 learners and their developmental processes and needs; 4. engaged critical thinking skills to investigate a range of developmental theories and evaluated these in relation to Christian worldview; 5. identified the major aspects and phases of maturation in cognitive, social, emotional, physical, spiritual, moral and volitional development, as described in various developmental theories and analysed these processes in the light of their own personal journey; and 6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation. 														
Assessment tasks	<p>Task 1: Folio Developmental Domains Folio Word Length/Duration: 2,000 words Weighting: 60% Learning Outcomes: 1-6 Assessed: Week 11</p> <p>Task 2: Case Study Case Study Critical Analysis Word Length/Duration: 1,500 words Weighting: 40% Learning Outcomes: 1, 2, 5, 6 Assessed: Week 14</p>														
Australian Professional Standards for Teachers (APST)	<p>The learning opportunities provided in this unit contribute to the development of practice, knowledge and values of the following <i>Australian Professional Standards for Teachers</i>:</p> <p>1.2 Understand how students learn 2.4 Understand and respect Aboriginal and Torres Strait islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</p> <p>Successful completion of this unit will provide significant evidence about the following <i>Australian Professional Standards for Teachers</i>:</p> <table border="1" data-bbox="384 1615 1442 1986"> <thead> <tr> <th colspan="2" data-bbox="384 1615 968 1675"><i>Graduate Teacher Standards</i></th> <th data-bbox="968 1615 1206 1675"><i>Learning Outcomes</i></th> <th data-bbox="1206 1615 1442 1675"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1675 456 1834">1.1</td> <td data-bbox="456 1675 968 1834">Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td> <td data-bbox="968 1675 1206 1834">1-3, 5</td> <td data-bbox="1206 1675 1442 1834">1, 2</td> </tr> <tr> <td data-bbox="384 1834 456 1986">2.4</td> <td data-bbox="456 1834 968 1986">Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td> <td data-bbox="968 1834 1206 1986">1, 3</td> <td data-bbox="1206 1834 1442 1986">2</td> </tr> </tbody> </table>			<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1-3, 5	1, 2	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 3	2
<i>Graduate Teacher Standards</i>		<i>Learning Outcomes</i>	<i>Assessment Tasks</i>												
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1-3, 5	1, 2												
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1, 3	2												

Unit summary	Human learning and development are dynamic processes and are facilitated by relationships, both collectively and individually, within socio-cultural and historical contexts. An understanding of the many facets of human development will not only equip pre-service teachers to optimise their own learning potential but to more thoroughly understand those learners whom they will encounter in classrooms and contexts.
---------------------	--

SAMPLE