



CHRISTIAN HERITAGE COLLEGE

**ES116**

**EDUCATIONAL PSYCHOLOGY:  
LEARNING AND DEVELOPMENT (7-12)**

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.

<b>Unit code</b>	ES116
<b>Unit name</b>	Educational Psychology: Learning and Development (7-12)
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 39 hours Reading, study and assignment preparation 111 hours <b>TOTAL 150 hours</b>  Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil
<b>Rationale</b>	<p><u>Enduring Understanding:</u> Teaching is a form of cognitive neuroscience and improvements in student learning can be achieved by aligning teaching practices with knowledge about how the brain matures and functions.</p> <p>In this unit pre-service teachers will engage learning theories and neuroscience concepts to develop their understanding of changes that occur during adolescence and how they impact on behaviour and learning. Pre-service teachers will explore the various contours of the adolescent learner: cognitive, social, emotional, spiritual, moral, relational and volitional; developing conceptual understandings to appreciate and acknowledge the multifaceted and complex nature of adolescent development.</p> <p>This unit pays particular attention to the specific learning characteristics and needs of adolescents, and equips pre-service teachers with skills to provide student learning environments and experiences that address their needs.</p> <p>Pre-service teachers will consider a Christian worldview in the context of learning and development of Year 7-12 students.</p>
<b>Prescribed text(s)</b>	Duchesne, S., & McMaugh, A. (2015). <i>Educational psychology for learning and teaching</i> . South Melbourne, VIC: Cengage Learning.  Nagel, M. (2014). <i>In the middle: The adolescent brain, behaviour and learning</i> . Camberwell, VIC: ACER Press.  Selected readings will be available via the Moodle™ site for this unit.

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Carr-Gregg, M. (2012). <i>Surviving year 12</i> (2nd ed.). Melbourne, VIC: Finch Publishing</p> <p>Fuller, A. (2014). <i>Tricky teens</i>. Melbourne, VIC: Finch Publishing.</p> <p>Fuller, A. (2013), <i>From surviving to thriving: Promoting mental health in young people</i>. Camberwell, VIC: ACER Press.</p> <p>Hattie, J., and Yates, G. (2014) <i>Visible learning and the science of how we learn</i>. New York, NY: Routledge.</p> <p>Jensen, E., &amp; Snider, C. (2013). <i>Turnaround tools for the teenage brain: Helping underperforming students become lifelong learners</i>. San Diego, CA: The Brain Store.</p> <p>Peterson, C. (2014). <i>Looking forward through the lifespan developmental psychology</i> (6th ed.). Frenchs Forest, NSW: Pearson Education.</p> <p>Woolfolk, A., &amp; Margetts, K. (2012). <i>Educational psychology: Australian adaptation</i> (3rd ed.). Frenchs Forest, NSW: Pearson Education Australia.</p> <p><b>Journals</b></p> <p><i>Journal of Educational Psychology</i></p> <p><i>Social Psychology of Education</i></p> <p><i>Journal of Neuroscience</i></p> <p><i>Journal of Youth and Adolescence</i></p> <p><i>The Australian Journal of the Middle Years of Schooling</i></p> <p><b>Websites</b></p> <p>Child Development  <a href="http://www.childdevelopmentinfo.com">http://www.childdevelopmentinfo.com</a></p> <p>Brain Science  <a href="http://andrewfuller.com.au/">http://andrewfuller.com.au/</a></p> <p>Adolescent Success  <a href="http://www.adolescentsuccess.org.au">http://www.adolescentsuccess.org.au</a></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) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Domains of learning – physical, neurological and language development of adolescents</li> <li>2. Neuroscience concepts in education</li> <li>3. Theories of adolescent learning and development</li> <li>4. Adolescent learning and thinking</li> <li>5. Intelligence and motivation</li> <li>6. Socio-cultural influences on adolescent learning and development, including 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</li> <li>7. Diverse learners – different needs, inclusivity and learning</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. explained the meaning and significance of culture, learning, development, context and education in Year 7-12 school contexts, with specific consideration of Aboriginal and Torres Strait Islander cultures;</li> <li>2. investigated psychological perspectives on learning and development in the secondary years (7-12);</li> <li>3. identified developmental theories in the light of Christian worldview;</li> <li>4. understood the major aspects and phases of adolescent maturation in cognitive, social, emotional, physical, spiritual, moral and volitional development; and</li> <li>5. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>														
<b>Assessment tasks</b>	<p><b>Task 1: Folio</b></p> <p>Developmental Domains Folio</p> <p>Word Length/Duration: 2,000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-5</p> <p>Assessed: Week 11</p> <p><b>Task 2: Case Study</b></p> <p>Case Study Critical Analysis</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4, 5</p> <p>Assessed: Week 14</p>														
<b>Australian Professional Standards for Teachers (APST)</b>	<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> <ol style="list-style-type: none"> <li>1.2 Understand how students learn</li> <li>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</li> <li>2.4 Understand and respect Aboriginal and Torres Strait islander people to promote reconciliation between Indigenous and non-Indigenous Australians.</li> </ol> <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 1417 1442 1899"> <thead> <tr> <th colspan="2" data-bbox="384 1518 970 1579"><i>Graduate Teacher Standards</i></th> <th data-bbox="970 1518 1206 1579"><i>Learning Outcomes</i></th> <th data-bbox="1206 1518 1442 1579"><i>Assessment Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1579 456 1742">1.1</td> <td data-bbox="456 1579 970 1742">Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td> <td data-bbox="970 1579 1206 1742">1, 2, 4</td> <td data-bbox="1206 1579 1442 1742">1, 2</td> </tr> <tr> <td data-bbox="384 1742 456 1899">2.4</td> <td data-bbox="456 1742 970 1899">Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td> <td data-bbox="970 1742 1206 1899">1</td> <td data-bbox="1206 1742 1442 1899">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, 2, 4	1, 2	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1	2
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<b>Unit summary</b>	<p>This unit provides an understanding of the many facets of adolescent development. It equips pre-service teachers with knowledge, understanding and skills to provide student learning environments and experiences that address their needs.</p>														