



## COURSE OUTLINE

EDU101

# Human Development and Learning

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2022 | Semester 1

USC Sunshine Coast  
USC Moreton Bay  
USC Fraser Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you explore a range of ways children develop and learn. This in turn develops your understanding of the human growth process in relation to the diverse learning styles and needs of children from birth through to young adulthood. Importantly, you will explore the theories that inform what we know about development and learning and how such theories and research inform teaching and learning. There is a strong focus in this course on understanding learning within the contexts of rapidly changing environments.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Prerecorded videos and associated activities done independently to introduce main concepts each week.	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – You are required to engage with a weekly 2 hour tutorial/workshop with associated activities and text book to consolidate your learning.	2hrs	Week 1	10 times
<b>Seminar</b> – On campus or online	1hr	Week 4	6 times
<b>ONLINE</b>			
<b>Learning materials</b> – Prerecorded videos and associated activities done independently to introduce main concepts each week.	2hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – You are required to engage with a weekly 2 hour tutorial/workshop with associated activities and the required text.	2hrs	Week 1	10 times
<b>Seminar</b> – Online	1hr	Week 4	6 times

1.3. Course Topics

- Introduction to Course: What is Learning?
- Learning – Product or Process? Linking Development to Learning.
- The Links Between Development and Learning
- Understanding Brain Development
- Learning, Thinking and Intelligence
- Language Development and Learning
- Memory and Learning
- Motivation and Learning
- Inclusive Learning
- Sociocultural Factors of Learning
- Nurturing Learning

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Demonstrate knowledge of the biological, social, cultural and historical contexts that shape theories about human development and early learning.</p>	Knowledgeable	1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
<p>2 Evaluate the major debates that have helped shape conceptions of developmental theories of learning. Draw on relevant literature and field based examples to devise sound arguments for developing practices in engaging with learners.</p>	Engaged	1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
<p>3 Draw upon Course topics to reflect upon the implications for learner development on future professional practice</p>	Empowered	1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
<p>4 Draw upon Course topics to consider elements of classroom practice for a range of diverse learners.</p>	Creative and critical thinker	1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 3.5 - Use effective classroom communication

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program ED010, ED011, ED101, ED102, AE301, AE302, BE301, ED301, ED303, ED304, SE301 or ED601

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

EDU601

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback is provided in week 3 when the quizzes commence.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Group	25%	30min	Refer to Format	In Class
All	2	Quiz/zes	Individual	35%	30 min	Throughout teaching period (refer to Format)	In Class
All	3	Written Piece	Individual	40%	1800 words total	Week 10	In Class

#### All - Assessment Task 1: Seminar Presentation

<b>GOAL:</b>	The goal of this task is for you to develop your research skills through the examination of research studies and relevant literature related to various concepts and/or theories of learning and present your findings collaboratively to your peers in an engaging and participatory fashion.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	Submit: Weeks 5-9 (negotiated with tutor in week 1). You are required to research various theories about human development that have been discussed in classes. You should consider and investigate the major debates that have helped shape our understandings of the development of learning. You are then required to present your findings to your peers in a 30 minute interactive and engaging tutorial presentation. Your presentation should be a synopsis of your research and evaluations of the literature related to this field and include a reflection on your thinking about this field of study. You will need to hand in a one page outline of your topic to the tutor on the day of your presentation.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning	1 2
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts	1 2
	3	Evaluation of major debates that have helped shape conceptions of developmental theories of learning	1 2
	4	Reflection on one's thinking and insights into this field of study	3 4
	5	Written communication skills, Oral communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	1

#### All - Assessment Task 2: Weekly Quiz

<b>GOAL:</b>	The goal of this task is to draw together your understanding of the Course topics as the semester progresses.
<b>PRODUCT:</b>	Quiz/zes
<b>FORMAT:</b>	You will undertake weekly quizzes (from weeks 3-10) in order to determine your depth of understanding of key principals and theories related to human development and learning. Each week that you do the quiz will provide you with immediate feedback to reflect on your current understanding of the Course topics which in turn may be used to enhance the outcomes of subsequent quizzes and shape your final assessment item, the personal reflection.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning. <span style="float: right;">1</span>
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts <span style="float: right;">1</span>
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">1</span>

### All - Assessment Task 3: Personal Reflection

<b>GOAL:</b>	The goal of this task is to demonstrate your emerging understanding of Course topics and your ability to apply these to your future teaching role.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Over the semester you have investigated many theories and understandings about how young children develop physically, socially and intellectually to become young adults. You are now required to consider this knowledge and understanding in terms of your future professional role as a teacher. You are to identify a particular age cohort - young children, primary school students, middle year students, teenagers or young adults. You are to submit a personal reflection that addresses the following: Given what I now know about learner development what does this mean in terms of: Communication strategies to support student learning for my chosen age group Strategies to support inclusive student participation and engagement in learning Organisation of the classroom and providing directions to the learners managing challenging behaviour.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students to verbal and nonverbal communication strategies <span style="float: right;">1 2</span>
	2	Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to inclusive classroom strategies <span style="float: right;">1 2 3 4</span>
	3	Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to managing challenging behaviour <span style="float: right;">1 2 3 4</span>
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">1</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Introduction to Course: What is Learning? Learning – Product or Process? Linking Development to Learning.
Week 2	The Links Between Development and Learning
Week 3	Understanding Brain Development
Week 4	Learning, thinking and Intelligence
Week 5	Language Development and Learning
Week 6	Memory and Learning
Week 7	Motivation and Learning
Week 8	Inclusive Learning
Week 9	Sociocultural Factors of Learning
Week 10	Nurturing Learning

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Michael Nagel,Laura Scholes	2016	Understanding Development and Learning	1st	Oxford University Press, USA

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10.General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)