Course outline

Code: EDU101
Title: Human Development and Learning

Faculty of: Science, Health, Education and Engineering
Teaching Session: Semester 2
Year: 2017
Course Coordinator: Associate Professor Michael C Nagel  Tel: 5459 4402  Email: mnagel@usc.edu.au
Course Moderator: Carol Smith

1. What is this course about?

1.1 Course 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 Course content
- Development and critique of knowledge of major theories of development and learning.
- Factors influencing the diverse range of child development and learning.
- Introduction to various norms, contexts and stages of development with an emphasis on neurological development.
- Analyse, observe and respond to research encompassing human development and learning.
- Examine teaching and learning across early learning, primary and secondary educational contexts.

2. Unit value
12 units
3. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>On successful completion of this course you should be able to:</th>
<th>You will be assessed on the learning outcome in task/s:</th>
<th>Completing these tasks successfully will contribute to you becoming:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the biological, social, cultural and historical contexts that shape theories about human development and early learning.</td>
<td>Tasks 1, 2 and 3</td>
<td>Knowledgeable.</td>
</tr>
<tr>
<td>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.</td>
<td>Tasks 1 and 3</td>
<td>Engaged.</td>
</tr>
<tr>
<td>Draw upon course content to reflect upon the implications for learner development on future professional practice</td>
<td>Task 3</td>
<td>Empowered.</td>
</tr>
<tr>
<td>Draw upon course content to consider elements of classroom practice for a range of diverse learners.</td>
<td>Task 3</td>
<td>Creative and critical thinkers</td>
</tr>
</tbody>
</table>

4. Am I eligible to enrol in this course?

Refer to the Undergraduate Coursework Programs and Awards - Academic Policy for definitions of “pre-requisites, co-requisites and anti-requisites”

4.1 Enrolment restrictions

Students must be enrolled in one of the following Education programs: ED301, ED304, AE301, AE302, BE301, SE301, ED303, ED601, UU301 or XU301

4.2 Pre-requisites
Nil

4.3 Co-requisites
Nil

4.4 Anti-requisites
EDU601

4.5 Specific assumed prior knowledge and skills (optional)
NA

5. How am I going to be assessed?

5.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)
5.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seminar Presentation</td>
<td>Group</td>
<td>25%</td>
<td>30-40 min</td>
<td>Weeks 5-9 (negotiated with tutor in week 1)</td>
<td>In class</td>
</tr>
<tr>
<td>2</td>
<td>Weekly Quiz</td>
<td>Individual</td>
<td>35%</td>
<td>30 min</td>
<td>Week 3,5,7,9,10 Tutorial</td>
<td>In Class</td>
</tr>
<tr>
<td>3</td>
<td>Personal Reflection</td>
<td>Individual</td>
<td>40%</td>
<td>1800 words total</td>
<td>Week 10 Tutorial</td>
<td>In class</td>
</tr>
</tbody>
</table>

100%

Assessment Task 1: Seminar Presentation

**Goal:** 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.

**Product:** 30 minute presentation (individual or group) plus a one page outline of the topic or PowerPoint notes depending on media used and as agreed upon by the tutor

**Format:** 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.

**Criteria**
- Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning
- Evaluation of literature related to the field of developmental theories and learning within educational contexts
- Evaluation of major debates that have helped shape conceptions of developmental theories of learning
- Reflection on one’s thinking and insights into this field of study.
- Written communication skills, Oral communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Information Literacy</td>
</tr>
<tr>
<td>Introductory</td>
</tr>
</tbody>
</table>
Assessment Task 2: Weekly Quiz

**Goal:**
The goal of this task is to draw together your understanding of the course content as the semester progresses.

**Product:** Quiz

**Format:**
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 content which in turn may be used to enhance the outcomes of subsequent quizzes and shape your final assessment item, the personal reflection.

**Criteria**
- Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning
- Evaluation of literature related to the field of developmental theories and learning within educational contexts
- Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

<table>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Introductory</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Introductory</td>
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</table>

Assessment Task 3: Personal Reflection

**Goal:**
The goal of this task is to demonstrate your emerging understanding of course content and your ability to apply these to your future teaching role.

**Product:** 1800 Word Essay

**Format:**
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**
- Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students to verbal and nonverbal communication strategies
- Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to inclusive classroom strategies
- Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to managing challenging behaviour
- Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

<table>
<thead>
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<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Introductory</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Introductory</td>
</tr>
</tbody>
</table>
5.3 Additional assessment requirements

Blackboard
As a student enrolled in this course you will have access to course information on the Blackboard site. You are strongly recommended to log onto the course site on a regular basis. All course announcements, course changes, posting of course materials and grades (via My Interim Results) will be accessed through Blackboard. It is your responsibility to ensure you have adequate internet access (either off campus or on-campus) in order to access Blackboard regularly and to complete required assessment tasks.

Safe Assign
In order to minimise incidents of plagiarism and collusion, this course may require that some of its assessment tasks are submitted electronically via Safe Assign. This software allows for text comparisons to be made between your submitted assessment item and all other work that Safe Assign has access to. If required, details of how to submit via Safe Assign will be provided on the Blackboard site of the course.

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

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct.

5.4 Submission penalties

Late submission of assessment tasks will 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.

6. How is the course offered?

6.1 Directed study hours
2 hour lecture and 2 hour tutorial per week for 10 weeks

6.2 Teaching semester/session(s) offered
Fraser Coast: Semester 1, Semester 2
Gympie: Semester 1, Semester 2
Sippy Downs: Semester 1, Semester 2
6.3 Course activities

<table>
<thead>
<tr>
<th>Teaching Week/Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Directed Study Activities</td>
</tr>
<tr>
<td>1</td>
<td>Introduction to Course: What is Learning? Learning – Product or Process? Linking Development to Learning.</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>The Links Between Development and Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>3</td>
<td>Understanding Brain Development</td>
<td>Lecture &amp; tutorial</td>
</tr>
<tr>
<td>4</td>
<td>Learning, thinking and Intelligence</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>5</td>
<td>Language Development and Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>6</td>
<td>Memory and Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>7</td>
<td>Motivation and Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>8</td>
<td>Inclusive Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>9</td>
<td>Sociocultural Factors of Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
<tr>
<td>10</td>
<td>Nurturing Learning</td>
<td>Lecture &amp; Tutorial</td>
</tr>
</tbody>
</table>

In some circumstances various readings will be provided to students as a stimulus for the week’s assigned chapters.

Please note that the course activities may be subject to variation.

7. What resources do I need to undertake this course?

7.1 Prescribed text(s)
Please note that you need to have regular access to the resource(s) listed below:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

7.2 Required and recommended readings
Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements
NA

7.4 Risk management
There is minimal health and safety risk in this course. It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within campus areas.
8. **How can I obtain help with my studies?**
In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is available to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: studentcentral@usc.edu.au

9. **Links to relevant University policies 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

10. **Faculty specific information**
The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following National Professional Standards for Teachers (Graduate):

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>National Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
</table>
| Task 1: Seminar Presentation | 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning  
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.  
6.2 Understand the relevant and appropriate sources of professional learning for teachers |
| Task 2: Quiz             | 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning  
1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching |
| Task 3: Personal Reflection | 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.  
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.  
4.3 Demonstrate knowledge of practical approaches to manage challenging behavior. |
General Enquiries

In person:
- **Sippy Downs** - Student Central, Ground Floor, Building C
- **USC SouthBank** - Student Central, Building B, Ground floor (level 1)
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Building A

**Tel:** +61 7 5430 2890  
**Email:** studentcentral@usc.edu.au