



Course Outline

Code: EDU420

Title: The Psychology of Learning

School of:	Education
Teaching Session:	Semester 2
Year:	2020
Course Coordinator:	Associate Professor Michael C Nagel Email: mnagel@usc.edu.au
Course Moderator:	Carol Smith

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 will explore a range of ways in which people learn. Specifically, you examine your own learning, the learning of your school-based colleagues and the students they teach. You will focus on the diversity of learners' language and socio-cultural realities as well as your diverse abilities and interests. Importantly, you consider the theories that inform what is known about children and young people's learning and the forms of knowledge valued by such theories. There is a strong focus in this course on understanding learning within the contexts of rapidly changing environments and through focusing on your experiences as a pre-service teacher.

1.2 Course topics

- Reflection on various concepts and theories related to learning and individual personal experiences of learning.
- Understanding and exploring learning as both product and process.
- Examination and analysis of various perspectives and theories related to the learning process within contemporary educational contexts.
- Exploration of theories and foundations of learning related to notions of intelligence, memory, motivation and diversity.
- Understanding of diversity in the context of learning theories.
- Understanding of the historical, cultural and social contexts that shape learning and debates about learning.

2. What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th 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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Analyse some of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning.	Tasks 1, 2 and 3	Knowledgeable.
Evaluate the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.	Tasks 1 and 2	Engaged.
Evaluate literature related to the field of educational psychology within learning contexts.	Tasks 1,2 and 3	Engaged.
Reflect on your own experiences of learning and analyse the contexts in which such learning occurred	Tasks 1 and 2	Creative and critical thinkers
Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions.	Tasks 1, 2 and 3	Knowledgeable.

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 Enrolment restrictions

Students must be enrolled in AE304 or SE303 or ED315

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

NA

6. How am I going to be assessed?

6.1 Grading scale

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

6.2 Details of early feedback on progress

Early feedback will be provided through the initial quizzes starting in week 3.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Tutorial Presentation	Group	25%	30 mins	Weeks 4-10	In Class
2	Regular Quiz	Individual	35%	30 mins	Weeks 3,5,7,9,10	In Class
3	Reflective Essay	Individual	40%	1800 words	Week 10	In Class
			100%			

Assessment Task 1: Tutorial Presentation

Goal:	The goal of this task is for you to develop your knowledge and research skills through the examination of research studies and relevant literature related to various concepts and/or theories of learning and present your findings to your peers.
Product:	Oral presentation in tutorial
Format:	Research, analyse and present various theories of learning in a group presentation that develop audience engagement. Develop a properly referenced summary and a PowerPoint presentation to accompany the presentation. Although this is a group task you will be assessed individually on your performance.
Criteria:	<ol style="list-style-type: none"> 1. Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning. 2. Knowledge of learning theories. 3. Use of literature related to the field of educational psychology. 4. Oral communication skills. 5. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

Assessment Task 2: Regular Quiz

Goal:	The goal of this task is to draw together your understanding of the Course topics as the semester progresses.
Product:	Quiz
Format:	You will undertake regular hard copy quizzes in short answer and multi choice format (from weeks 3-10) in order to determine your depth of understanding of key principles and theories related to human development and learning. After you complete each quiz and review your result, you will 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:	<ol style="list-style-type: none"> 1. Analysis of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning. 2. Evaluation of literature related to the field of developmental theories and learning within educational contexts. 3. Written communication skills and academic literacies including English expression, grammar, spelling and punctuation.

Assessment Task 3: Reflective Essay

Goal:	The goal of this task is to reflect on what you have learned and draw together your understanding of the Course topics in a reflective essay.
Product:	Reflective Essay
Format:	Research and analyse learning theories and the social, historical and cultural contexts that have shaped the major developments and debates in the field. There is no set number of theorists, nor specific theories you must discuss, and you should negotiate this with your tutor. Use relevant literature, including course readings, to evidence your reflection on your learning and your understanding of such theories in the context of your experiences as a pre-service teacher. Write 1800 words adhering strictly to the APA guidelines.
Criteria:	<ol style="list-style-type: none"> 1. Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning. 2. Evaluation of the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged. 3. Knowledge of educational psychology. 4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

7. What are the course activities?**7.1 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. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020.

When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
1	Introduction to Course: What is Learning?
2	Linking Brain Development and Theories of Learning
3	Cognition and Learning
4	Emotions (Affect) and Learning
5	Behavioural and Cognitive Perspectives
6	Humanist and Social Perspectives
7	Thinking and Learning
8	Intelligence and Motivation
9	Engagement and Frameworks for Learning
10	Different Learners – Inclusivity and Learning

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

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

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

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
O'Donnell, et al.	2019	Educational Psychology – 3 rd Australian Edition.	John Wiley & Sons, Brisbane.

8.2 Specific requirements

NA

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

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 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 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 South Bank** - 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

10.7 Education specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers
Task 1: Tutorial presentation	1.1, 1.2, 1.5, 4.2, 3.4, 3.5

Task 2: Regular quiz	1.1, 1.2
Task 3: Reflective essay	1.1, 1.2