



## COURSE OUTLINE

# EDU420 The Psychology of Learning

**Course Coordinator:** Michael Nagel (mnagel@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

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

*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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Lecture</b> – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Introduction to Course: What is Learning?
- Linking Brain Development and Theories of Learning
- Cognition and Learning
- Emotions (Affect) and Learning
- Behavioural and Cognitive Perspectives
- Humanist and Social Perspectives
- Thinking and Learning
- Intelligence and Motivation
- Engagement and Frameworks for Learning
- Different Learners – Inclusivity and Learning

### 2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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
1 Analyse some of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning.	Knowledgeable	1 - Know students and how they learn
2 Evaluate the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.	Engaged	1 - Know students and how they learn 1.1 - Physical, social and intellectual development and characteristics of students
3 Evaluate literature related to the field of educational psychology within learning contexts.	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
4 Reflect on your own experiences of learning and analyse the contexts in which such learning occurred	Creative and critical thinker	1 - Know students and how they learn 1.2 - Understand how students learn
5 Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions.	Knowledgeable	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 AE304, SE303 or ED315

## 5.2. Co-requisites

Not applicable

## 5.3. Anti-requisites

Not applicable

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

### 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%	30 mins	Throughout teaching period (refer to Format)	In Class
All	2	Quiz/zes	Individual	35%	30 mins	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	40%	1800 words	Week 10	In Class

### All - Assessment Task 1: Tutorial Presentation

<b>GOAL:</b>	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.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	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. Submit: weeks 4-10.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning.	1 2 3 4 5
	2	Knowledge of learning theories.	1 2 3
	3	Use of literature related to the field of educational psychology.	3
	4	Oral communication skills.	5
	5	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	5

### All - Assessment Task 2: Regular 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 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. Weeks 3,5,7,9,10.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning. 1 2 3
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts. 3
	3	Written communication skills and academic literacies including English expression, grammar, spelling and punctuation. 4 5

### All - Assessment Task 3: Reflective Essay

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	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.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning. 1
	2	Evaluation of the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged. 2
	3	Knowledge of educational psychology. 3
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. 5

## 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.

## 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 Blackboard 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	PUBLISHER
Required	O'Donnell, et al.	2019	Educational Psychology	John Wiley & Sons, Brisbane.

### 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 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 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. 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).

### 10.5. 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.

## 10.6. 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.

## 10.7. 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>

## 10.8. 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)