

Course Outline

Code: EDU794

Title: Teaching Senior Secondary Psychology

School: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Associate Professor Michael Nagel, mnagel@usc.edu.au
Course Moderator: Dr Ken Young, kyoung@usc.edu.au

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 develop specialised knowledge and skills for implementing Senior Secondary Psychology curriculum. This course extends your knowledge of Psychology teaching using principles of research, inquiry, investigation, and interpretation. You will learn how to design lesson plans and learning sequences for Years 11 and 12 Psychology. You will explore a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil.	Not applicable.

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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 outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Demonstrate your mastery of Psychology content and knowledge of the senior syllabus in developing lesson plans, learning sequences and assessment.	Task 1 Task 2	Graduate Qualities: Knowledgeable. Engaged. Professional Standards – see table in 11.0 Education Specific Information
Demonstrate strong pedagogical knowledge by implementing teaching strategies and learning activities that support the diversity of learners engaged in Psychology.	Task 1	Graduate Qualities: Knowledgeable. Empowered. Professional Standards – see table in 11.0 Education Specific Information
Apply deep knowledge of the principles of assessment and reporting that monitor senior students' levels of achievement and progress in Psychology.	Task 2 Task 3	Graduate Qualities: Knowledgeable. Empowered. Professional Standards – see table in 11.0 Education Specific Information

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

This course is only available to students enrolled in ED706 Master of Teaching (Secondary) and with a psychology teaching area.

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)

Psychology content knowledge from undergraduate degree.

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 is built into the assessment tasks and tutorials. For example, essay topics will be discussed in class or online, verbal comments given to individuals or to the class about academic progress relevant to the assessments and comments given on presentations.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral, and Written Piece	Individual	20%	15 mins Plus 800 words	Weeks 4 to 9 as arranged with your tutor	In Class
2	Written Piece	Individual	40%	2000 words	Week 9	In Class
3	Examination	Individual	40%	1 hour	Week 10	In Class
			100%			

Assessment 1: Psychology lesson plan and teaching segment

Goal:	The goal of this task is to demonstrate your capacity to plan for and engage students with Psychology through an enacted lesson segment.
Product:	Oral and Written Piece
Format:	<p>You are taking the role of a teacher of senior students who is introducing a topic of study to senior Psychology students. In consultation with your tutor, choose a topic from one of the four units in the Psychology syllabus. Develop a lesson plan to introduce your chosen topic, and present the first 15 minutes of your lesson to your tutorial group.</p> <p>Demonstrate your knowledge of the Psychology curriculum, lesson planning for diverse student needs, and effective teaching strategies for engagement, including the use of ICT. Ensure you use resources to enhance your lesson.</p>
Criteria:	<ol style="list-style-type: none"> 1. Knowledge of key Psychology syllabus ideas. 2. Application of Psychology pedagogical content knowledge in constructively aligned lesson planning. 3. Use of teaching strategies, including the use of ICT, to engage Senior Secondary students and their diverse learning needs. 4. Oral presentation skills to engage your audience.

Assessment Task 2: Senior Psychology Assessment Task and Justification

Goal:	The goal of this task is to develop a senior Psychology assessment task and justify the decisions you have made.
Product:	Written Piece
Format:	<p>In the role of a senior Psychology teacher, you are to create an assessment task for either Unit 1 or Unit 2 in the Queensland Psychology syllabus. As Units 1 and 2 are semester long units designed for Year 11 students, assessment is considered 'formative' by QCAA as it will not contribute to students' ATAR scores. Nevertheless, this assessment is important for student learning and reporting of meeting learning goals to parents/carers. Teachers have autonomy to create assessment tasks for Units 1 and 2. Typically, there might be two assessment tasks per unit (one per term), and between the tasks all unit learning objectives must be assessed.</p> <p><u>Part A</u></p> <p>You are to create an assessment task sheet, complete with task instructions, and a rubric. Ensure your assessment task and rubric show:</p> <ul style="list-style-type: none"> • The learning objectives that are being assessed • A goal statement: "The goal of this task is to..." • Context of the assessment task. Consider providing students with a stimulus and/or setting a scope for research. • Instructions for students: "To complete this task, you will need to...1.... 2... 3..." • Format of the task (e.g. experiment report and oral presentation) • Conditions of the task – length/duration, assignment or exam conditions, time for preparation.

	<ul style="list-style-type: none"> • Assessment criteria • The standards for each criterion <p>Part B Write a 1000-word justification to explain the professional decisions you made when creating the assessment task. Discuss:</p> <ul style="list-style-type: none"> • Alignment of the task with the syllabus • Assessment of psychology content knowledge • Assessment for student learning in Psychology (Science as a Human Endeavour, research skills, use of stimulus, etc.) • Assessment design for diverse learning needs • Intended reporting procedures, including development of standards and grades.
Criteria:	<ol style="list-style-type: none"> 1. Creation of an assessment task that aligns with the Psychology syllabus and unit learning objectives. 2. Assessment task allows students to demonstrate their knowledge and skills at different standards. 3. Justification of assessment task design 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 3: Examination

Goal:	The goal of this task is to demonstrate your knowledge of the course content.
Product:	Examination
Format:	<p>An exam will provide you with the opportunity to provide evidence of your engagement with course content. The exam will be 1 hour long with a 10-minute perusal time.. Exam content will include but not be limited to the following core topics:</p> <ul style="list-style-type: none"> • Psychology and inquiry learning: curriculum and planning • Psychology pedagogical content knowledge for senior secondary classroom practice • Psychological research and investigation • Evaluation of assessment and reporting systems that monitor students' level of achievement and progress
Criteria:	<ol style="list-style-type: none"> 1. Application of Psychology curriculum pedagogical and content knowledge to exam scenarios. 2. Knowledge of planning and design for Senior Secondary students. 3. Knowledge of resources to support student learning of Senior Secondary students. 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

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.

7.2 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	Orientation to the senior subject and its syllabus
Module 2	<p>Syllabus Unit 1: Individual Development</p> <p>Topic 1: Psychological science A</p> <p>Topic 2: The role of the brain</p>

	Topic 3: Cognitive development Topic 4: Human consciousness and sleep
Module 3	Syllabus Unit 2: Individual behaviour Topic 1: Psychological science B Topic 2: Intelligence Topic 3: Diagnosis Topic 4: Psychological disorders and treatments Topic 5: Emotion and motivation
Module 4	Assessment and reporting in senior Psychology
Module 5	Syllabus Unit 3: Individual thinking Topic 1: Localisation of function in the brain Topic 2: Visual perception Topic 3: Memory Topic 4: Learning
Module 6	Syllabus Unit 4: The influence of others Topic 1: Social psychology Topic 2: Interpersonal processes Topic 3: Attitudes Topic 4: Cross-cultural psychology
Module 7	The learning needs of senior secondary students.

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) or course reader

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

Author	Year	Title	Publisher
Burton, et al.	2019	Psychology for Queensland: Units 1 and 2	Oxford University Press

8.2 Specific requirements

N/A

9. How are risks managed in this course?

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:

- 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

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 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School 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 (Graduate)
Task 1: Psychology lesson plan and teaching segment	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.5
Task 2: Senior Psychology Assessment Task and Justification	5.1, 5.2, 5.3, 5.4, 5.5
Task 3: Examination	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.1, 5.2, 5.3, 5.4

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning
 EDU765 Professional Experience: Orientation to the Profession
 First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion
 EDU713 Individual Learner Needs
 EDU715 Literacy and Numeracy across the Curriculum
 EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
 EDU766 Assessing Learning
 EDU714 Professional Experience: Managing Learning Environments
 Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning
 EDU718 Teacher as Researcher
 EDU719 Teacher as Global Practitioner
 EDU720 Professional Experience: The Professional Teacher