



EDED20504 *Applied Brain Based Education*

Term 1 - 2018

Profile information current as at 07/05/2024 02:21 pm

All details in this unit profile for EDED20504 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this capstone unit you will apply your professional knowledge and skills to provide a safe, enriched environment to enhance neural proliferations in learners. As learning requires the activation of neural networks, you will learn how to apply specific skills from brain based learning to maximise learning in an educational context using integrative reflections to optimise your performance as an educator.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Completion of at least one unit or currently completing one unit in Graduate Certificate in Brain Based Education

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Implement brain based learning in an educational setting using specialised technical and creative skills
2. Apply integrative reflections to further internalise your knowledge and skills in brain based learning in an educational setting
3. Communicate high level professional judgments and demonstrate personal accountability to a variety of audiences in an educational setting.

N/A

Textbooks and Resources

Textbooks

EDED20504

Prescribed

Making classrooms better: Lessons from the cognitive revolution that transform our thinking - 50 practical applications of mind, brain, and education science

Edition: 1 (2014)

Authors: Tokuhamma-Espinosa, T.

W.W. Norton & Co

New York , NY , US

ISBN: 9780-393708134

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

No referencing style set.

Teaching Contacts

Daniel Teghe Unit Coordinator

d.teghe@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Tokuhamma-Espinosa (2014): <i>Preface, Introduction</i> , Chapters 1, 2 & 3	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Continue reading from Tokuhamma-Espinosa (2014): <i>Preface, Introduction</i> , Chapters 1, 2 & 3	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Continue reading from Tokuhamma-Espinosa (2014): <i>Preface, Introduction</i> , Chapters 1, 2 & 3	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 1
Continue reading from Tokuhamaspinosa (2014): *Preface, Introduction, Chapters 1, 2 & 3*

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Continue reading from Tokuhamaspinosa (2014): <i>Preface, Introduction, Chapters 1, 2 & 3</i>	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Continue reading from Tokuhamaspinosa (2014): <i>Preface, Introduction, Chapters 1, 2 & 3</i>	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	An aspect of applied brain based education (50%) Due: Week 8 Friday (4 May 2018) 11:59 pm AEST

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhamaspinosa (2014): Chapters 4, 5 & 6, <i>Conclusion</i>	Extended response - Applied brain based education (50%) Due: Week 12 Friday (1 June 2018) 11:59 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 An aspect of applied brain based education (50%)

Assessment Type

Written Assessment

Task Description

There are two parts to this assessment task: Part A is a post of 800 - 1,000 words and Part B requires you to provide another student with advice on how to further improve the quality of their post of 1,200 - 1,500 words.

Part A: Topic Post

Create a post from a resource or resources from our Unit Topics on or before Thursday of Week 5 in the *Topics Posts* forum on our Moodle site on an aspect of applying brain based education including its potential implications for practice. Your post should be 800 - 1,000 words (excluding any References).

Part B: Advice on how to improve a Post

You are to select one post from another student and provide advice on how to improve the quality of that post. That advice is to be 1,200 - 1,500 words (excluding any References).

Your response to AT1 in Moodle is to be one document that has a copy of your post, a copy of the post of the other student that you choose to provide advice on how to improve - along with your advice.

In creating your post consider your learning from various resources that you have engaged with such as our Unit Moodle website, our textbook (Tokuhama-Espinosa, 2014), and other resources that you may have used. Synthesise your ideas and explain potential implications for applying in professional practice.

Communicate how your ideas are informed by relevant literature.

Write your response with the possibility of it being used with a professional audience such as teaching colleagues largely unfamiliar with the area who are keen to learn about it from you so that they may further inform their own practices. Ensure that in your response, the in-text citations and References provide clear evidence of understanding and, as relevant, using (citing - direct or indirect) aspects of the unit textbook (Tokuhama-Espinosa, 2014), and relevant Moodle and other resources to inform your response using the APA (2010) writing style.

Assessment Due Date

Week 8 Friday (4 May 2018) 11:59 pm AEST

Return Date to Students

Week 10 Friday (18 May 2018)

Weighting

50%

Assessment Criteria

Summary of marking guide:

Criterion	Outcomes	Marks of up to
Implement	1	15
Apply	2	15
Communicate	3	20
Total		50

CQUniversity (2016) descriptors

High Distinction 85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.

Distinction 75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas.

Credit 65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.

Pass 50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental

concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit.

Submission

Online

Submission Instructions

Please submit via the relevant link in the Assessment Block on Moodle.

Learning Outcomes Assessed

- Implement brain based learning in an educational setting using specialised technical and creative skills
- Apply integrative reflections to further internalise your knowledge and skills in brain based learning in an educational setting
- Communicate high level professional judgments and demonstrate personal accountability to a variety of audiences in an educational setting.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 Extended response – Applied brain based education (50%)

Assessment Type

Written Assessment

Task Description

Your supervisor (such as a school principal) has asked you to provide a paper for staff of 2,500 - 3,000 words on "Applying brain based education". In developing your response, you are to make use of relevant resources that you have engaged with such as our Unit Moodle website, our textbook (Tokuhama-Espinosa, 2014) and other resources that you may have used including relevant professional development. Provide evidence of your application of integrative reflections (involving your own high order processes of review considering the implications for practice and application of learning) that have informed your paper. Ensure that you do not replicate information from your response to the first assessment task in this Unit where you had examined and aspect of applying brain based education.

Ensure that in your paper the in-text citations and References provide clear evidence of using (citing – direct or indirect) appropriate resources such as those in our Moodle website and textbook and other resources that you have drawn upon to inform your response using the APA 6th Edition (2010) writing style.

Assessment Due Date

Week 12 Friday (1 June 2018) 11:59 pm AEST

Return Date to Students

Exam Week Friday (15 June 2018)

Weighting

50%

Assessment Criteria

Summary of marking guide:

Criterion	Outcomes	Marks of up to
Implement	1	15
Apply	2	15
Communicate	3	20
Total		50

CQUniversity (2016) descriptors

High Distinction 85 to 100% Demonstrates imagination, originality or flair, based on proficiency in all the learning outcomes of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.

Distinction 75 to 84% Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to invent and evaluate new ideas.

Credit 65 to 74% Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.

Pass 50 to 64% Demonstrates the learning outcomes of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates sufficient quality of performance to be considered satisfactory or adequate or competent or capable in relation to the learning outcomes of the unit.

Submission

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Submission Instructions

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Learning Outcomes Assessed

- Implement brain based learning in an educational setting using specialised technical and creative skills
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Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
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- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem