EDED20504 *Applied Brain Based Education*
Term 2 - 2018

Profile information current as at 19/05/2024 06:44 pm

All details in this unit profile for EDED20504 have been officially approved by CQUniversity 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 2 - 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.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student communications.

Feedback

More feedback is required in assessment tasks.

Recommendation

Material to be updated and more details provided to assist students with the assessment tasks.

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — | N/A Level | ○ | Introductory Level | ● | Intermediate Level | ● | Graduate Level | ○ | Professional Level | ○ | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	**2**	**3**
1 - Written Assessment - 50%	●	●	●
2 - Written Assessment - 50%	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	**2**	**3**
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	○
5 - Self-management	○	○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership			
8 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1 - Written Assessment - 50%	○	○	○	○	○	○	○	
2 - Written Assessment - 50%	○	○	○	○	○	○	○	

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: Tokuhama-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

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Monique White Unit Coordinator
m.m.white@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Tokuhama-Espinosa (2014): *Preface*, *Introduction*, Chapters 1, 2 & 3	

Week 2 - 16 Jul 2018

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

Week 3 - 23 Jul 2018

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

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

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

Week 5 - 06 Aug 2018

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

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1	Continue reading from Tokuhama-Espinosa (2014): *Preface*, *Introduction*, Chapters 1, 2 & 3	**An intervention for one student/client using Brain Based Education (50%)** Due: Week 6 Friday (24 Aug 2018) 11:55 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2	Continue reading from Tokuhama-Espinosa (2014): Chapters 4, 5 & 6, *Conclusion*	**An intervention for a group of students/clients using Brain Based Education (50%)** Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

1 An intervention for one student/client using Brain Based Education (50%)

Assessment Type
Written Assessment

Task Description
The downcast demeanour and contrary behaviour of a student(/client who is a child or young person), with whom you are working have come to your attention because it is so different to their normal behaviours. Your new found understanding of Brain Based Education (BBE) has led you to believe that it is stress that is causing their unusual behaviour. To verify your suspicions and help others who work with this student - who have also noticed this changed behaviour, you have decided to investigate relevant neuroscientific resources to come up with a sound evidence-based intervention. You have chosen to write this up in a paper of between 2,000 and 2,500 words to share with relevant stakeholders (such as teachers and parents/carers).
In verifying the student's condition and creating a solution use your learning from various resources that you have engaged within our Moodle website, unit textbook (Tokuhama-Espinosa, 2011), and other reputable BBE or Mind Based Education (MBE) resources.
In your paper:

(i) show how the literature helps you to verify your suspicions about the student's behaviour;

(ii) name your planned intervention and describe what it will look like when implemented;

(iii) discuss why you chose this intervention drawing upon contemporary BBE resources and authoritative literature; and,

(iv) identify the likely benefits to your student and the people who work/live with them.

Write your paper for your professional audience such as teaching colleagues largely unfamiliar with the area who are keen to learn about it to further inform their personal practices. Ensure that in your response the in-text citations and References provide clear evidence of using authoritative works such as our Unit textbook (Tokuhama-Espinosa, 2011), relevant Moodle resources from our Unit as well as other reputable BBE resources to inform your paper. You are to use the APA (2010, 2012) style that includes effective structure and content of the paper, writing clearly and concisely - including the use of headings, as well as crediting of sources in the text of the paper and in its References at the end.

Assessment Due Date
Week 6 Friday (24 Aug 2018) 11:55 pm AEST

Return Date to Students
Week 9 Friday (14 Sept 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 the 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 the 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.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

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 An intervention for a group of students/clients using Brain Based Education (50%)

Assessment Type
Written Assessment

Task Description
Either,
A) You have decided to write a short paper for a professional journal such as a teaching association on '**An intervention for a group of students/clients (who are children or young people) using Brain Based Education**' of between 2,000 and 2,500 words.
In creating your paper consider your learning from various resources that you have engaged with such as our Unit Moodle resources where there are many examples given. Include reference to Moodle resources and our textbook (Tokuhama-Espinosa, 2011), as well as others that you may have located. In your paper:
   (i) name your planned intervention and describe what it will look like in practice;
   (ii) discuss why you chose intervention drawing upon contemporary resources including authoritative literature; and
   (iii) identify the likely benefits to the students/clients and the person/people implementing the intervention (for example, yourself and/or a professional colleague/s).
Ensure that this group planned intervention using Brain Based Education is quite different from the one used in your response to Assessment Task 1 - no self-plagiarism. There are numerous examples provided in our Unit.
Write your paper for a professional audience, such as teaching colleagues largely unfamiliar with the area who are keen to learn about it to further inform their personal practices. Ensure that in your response the in-text citations and References provide clear evidence of using authoritative works such as our Unit textbook (Tokuhama-Espinosa, 2011), relevant Moodle resources from our Unit as well as other reputable BBE resources to inform your paper. You are to use the APA (2010, 2012) style that includes effective structure and content of the paper, writing clearly and concisely - including the use of headings, as well as crediting of sources in the text of the paper and in its References at the end.
Or,

B) Implement your planned intervention from your response to the 1st assessment task (AT1) and write up an evaluation entitled '**Implementing my planned intervention with one student/client (who is a child or young person) using Brain Based Education**'. Your evaluation is to be between 2,000 and 2,500 words.

In your evaluation:

(i) state what you did in implementing the planned intervention including any changes to the plan during its implementation – give reasons for any such changes;

(ii) reflect on your implementation and identify what you would do the same, and what you would do differently, should you implement this intervention again;

(iii) what you consider were the benefits (and possible issues) for the student/client as well as you from the implementation; and

(iv) in an Appendix provide a copy of your planned intervention from your response to the 1st Assessment Task (AT1).

Write your paper for your professional audience such as teaching colleagues largely unfamiliar with the area who are keen to learn about it to further inform their personal practices. Ensure that in your response the in-text citations and References provide clear evidence of using authoritative works such as our Unit textbook (Tokuhama-Espinosa, 2011), relevant Moodle resources from our Unit as well as other reputable BBE resources to inform your paper. You are to use the APA (2010, 2012) style that includes effective structure and content of the paper, writing clearly and concisely - including the use of headings, as well as crediting of sources in the text of the paper and in its References at the end.

Assessment Due Date
Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Return Date to Students
Exam Week Friday (19 Oct 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

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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
- Research
- 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