



EDSE20015 Neuroeducation and Assessment

Term 3 - 2024

Profile information current as at 12/02/2025 03:02 pm

All details in this unit profile for EDSE20015 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 secondary education, assessment is crucial, with preservice teachers needing to understand how the brain learns and its implications for assessment. This unit encompasses brain information flow, assessment strategies, valid and reliable judgments, moderation, feedback, reporting and utilising assessment data to inform teaching. It underscores evidence-based research in assessment and neuroscience to enhance your practice and maximise student achievement and well-being.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 3 - 2024

- Online

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. **Online Quiz(zes)**

Weighting: 10%

2. **Project (applied)**

Weighting: 40%

3. **Project (applied)**

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 Zoom session and email

Feedback

Make assessment clearer

Recommendation

Improve clarity and conciseness of assessment.

Unit Learning Outcomes

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

1. Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience
2. Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience
3. Elaborate on how to use student assessment data to identify student interventions and modify teaching practice
4. Integrate the knowledge of novice vs expert learners, brain learning and retention processes, mastery progression, and neuromyths to inform and adapt educational practices effectively.

Successful completion of this unit provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of:

- 1.2 Understand how students learn
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

Successful completion of this unit also provides opportunities for students to engage with the following Learning Outcomes from the AITSL Core Content 1 - The Brain and Learning:

- 1.1 Knowledge of what it means to be a 'novice' learner in comparison to an 'expert'. Knowledge of and skill in the related implications for practice.
- 1.2 Knowledge of the most efficient and effective process of knowledge acquisition in the brain, including the function of memory and the concept of cognitive overload.
- 1.3 Knowledge of the process that occurs in a novice brain during progression towards mastery. Knowledge of and skill in the need to adjust practice in response.
- 1.4 Knowledge and understanding of common neuromyths and the impact of their perpetuation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Project (applied) - 40%				•
2 - Project (applied) - 50%	•	•	•	
3 - Online Quiz(zes) - 10%	•			

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

Textbooks and Resources

Textbooks

EDSE20015

Supplementary

Upgrade Your Teaching: Understanding by Design Meets Neuroscience

Edition: 1 (2019)

Authors: Jay McTighe and Judy Willis, M.D.

ASCD

Alexandria , Virginia , USA

ISBN: 978-1-4166-2734-0

PDF E-Book ISBN: 978-1-4166-2736-4

Additional Textbook Information

It is strongly recommended that students access their own copy of this text, either in hardcopy or in digital form.

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 styles below:

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ken Purnell Unit Coordinator

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Katie Black Unit Coordinator

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Schedule

Week 1 - 04 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Brain and Learning (AITSL 1.2 & 1.5)	Our Unit textbook by McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . Introduction & Chapter 1	

Week 2 - 11 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1 - The Brain and Learning (AITSL 1.2 & 1.5)

McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience*.
Pages are available [here](#).
Chapter 2

Week 3 - 18 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Brain and Learning (AITSL 1.2 & 1.5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . Chapter 3	

Week 4 - 25 Nov 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Brain and Learning (AITSL 1.2 & 1.5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . Chapter 2	

Week 5 - 02 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - The Brain and Learning (AITSL 1.5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . Chapter 5	AT1 - The Social Brain Digital Badge Due: Week 5 Tuesday (3 Dec 2024) 12:00 pm AEST

Week 6 - 09 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Assessing Student Learning (AITSL 5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . Chapter 6	AT2 - The Brain and Learning Teacher Resource Due: Week 6 Tuesday (10 Dec 2024) 12:00 pm AEST

Week 7 - 16 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Assessing Student Learning (AITSL 5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . All chapters	

Vacation Week - 23 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 30 Dec 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 8 - 06 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Assessing Student Learning (AITSL 5)	McTighe & Willis (2019), <i>Upgrade Your Teaching: Understanding by Design meets Neuroscience</i> . Pages are available here . All chapters	

Week 9 - 13 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Module 2 - Assessing Student Learning (AITSL 5)

McTighe & Willis (2019), *Upgrade Your Teaching: Understanding by Design meets Neuroscience*.
Pages are available [here](#).
All chapters

Week 10 - 20 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
Completion of responses to AT3.		AT3 - Assessing Student Learning Teacher Resource Due: Week 10 Tuesday (21 Jan 2025) 12:00 pm AEST

Week 11 - 27 Jan 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 03 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Feb 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 AT1 - The Social Brain Digital Badge

Assessment Type

Online Quiz(zes)

Task Description

Complete "The Social Brain" micro-credential and quiz, achieving 16 or more correct answers out of 20 to earn the Digital Badge for 20 hours.

The micro-credential and quiz are available at <https://bedifferent.cqu.edu.au/course/view.php?id=2469>

Submit your PDF digital badge on our unit Moodle website for AT1.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 5 Tuesday (3 Dec 2024) 12:00 pm AEST

Submit your PDF digital badge on our unit Moodle website for AT1.

Return Date to Students

Week 6 Friday (13 Dec 2024)

Online result

Weighting

10%

Assessment Criteria

Complete "The Social Brain" micro-credential and quiz, achieving 16 or more correct answers out of 20 to earn the CQU Digital Badge for 20 hours.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit your PDF digital badge on our unit Moodle website for AT1.

Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.
- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.

2 AT2 - The Brain and Learning Teacher Resource

Assessment Type

Project (applied)

Task Description

Using our unit Moodle resources for Module 1, create a resource for teachers on the brain and learning (AITSL, 2023) of about 2,200 words. Include sections on:

- o Novice vs. Expert Learners - Neuroplasticity
- o How the Brain Learns, Retains, and Masters Information
- o Neuromyths
- o A 6-minute video on Mitigating Neuromyths or Optimising Student Learning

Primarily use Module 1 on our unit's Moodle site resources.

Assessment Due Date

Week 6 Tuesday (10 Dec 2024) 12:00 pm AEST

Submit as a Word document.

Return Date to Students

Week 9 Tuesday (14 Jan 2025)

Following moderation.

Weighting

40%

Assessment Criteria

Criteria and Standards Descriptors for AT2 and AT3

Pass (50 to 64%) AT1: 20-25; AT2: 25-32

Task Completion - The main requirements of the task are addressed, demonstrating a basic understanding of the subject matter.

Communication of Ideas - The response evidences a basic understanding of the topic, with ideas communicated clearly but needing more depth and complexity. Some attempt is made to structure the response, though it may need to be more consistent. Errors in grammar and syntax are present but do not significantly impede understanding.

Continuity and Flow - The response is generally organised but may have occasional lapses in flow and continuity. Transitional phrases are limited, resulting in a somewhat disjointed reading experience.

Audience Engagement - Basic understanding of audience needs. Simple engagement techniques used with some effectiveness.

Writing Style - The response demonstrates a basic understanding of the style with the correct use of in-text citations and references. However, there may be several errors in the use of the style.

Use of AT1 Feedback in AT2 - No or limited use of marker feedback. The same errors are repeated.

Credit (65 to 74%) AT1: 26-29; AT2: 33-37

Task Completion - The task's requirements are addressed with adequate detail and accuracy. The subject matter is well understood, and most concepts are explained correctly.

Communication of Ideas - The response evidences a good understanding of the topic, with ideas communicated clearly and logically and significant evidence of critical thinking. The structure of the response is generally coherent and organised. There are few errors in grammar and syntax, but they do not impede understanding.

Continuity and Flow - The response maintains a logical structure with clear transitions between sections. Transitional phrases are used effectively to connect ideas, though some areas may still feel slightly abrupt.

Audience Engagement - Good understanding of audience needs with examples. Several engagement techniques used effectively.

Writing Style - The response shows a good grasp of the style with mostly accurate in-text citations and references. There may be occasional minor errors in the use of the style.

Use of AT1 Feedback in AT2 - Reasonable use of marker feedback on how to improve.

Distinction (75 to 84%) AT1: 30-34; AT2: 38-42

Task Completion - All aspects of the task are thoroughly addressed with detailed and accurate information, showing a strong understanding of the subject, providing clear and insightful explanations.

Communication of Ideas

The response demonstrates a thorough understanding of the topic, with ideas communicated clearly, logically, and in depth. The response is well-structured and organised, with a clear progression of ideas. There are minimal errors in grammar and syntax.

Continuity and Flow - The response is well-structured, with smooth transitions that guide the reader through the content. Each section flows logically into the next, creating a cohesive narrative.

Audience Engagement - Thorough understanding of audience needs with detailed examples. Highly effective and engagement techniques.

Writing Style - The response displays a strong understanding of style with accurate and consistent use of in-text citations and references. Very clear attention to detail and adherence to the style's guidelines.

Use of AT1 Feedback in AT2 - Precise use of marker feedback, as relevant.

High Distinction (85 to 100%) AT1: 35-40; AT2: 43-50

Task Completion- All aspects of the task are thoroughly addressed with advanced, comprehensive, and detailed information. The work exhibits excellent understanding with deep insights and sophisticated analysis.

Communication of Ideas - The response shows an exceptional understanding of the topic, with ideas communicated with outstanding clarity, depth, and insight. The response is expertly structured and organised, with a seamless progression of ideas. There are no errors in grammar and syntax.

Continuity and Flow - The response exhibits a high level of coherence with seamless transitions between sections. The flow is natural and intuitive, enhancing the reader's understanding and engagement.

Audience Engagement -Exceptional understanding with insightful examples. Innovative and highly effective engagement techniques.

Writing Style -The response exhibits an excellent command of APA style with flawless in-text citations and references.

Formatting is precise and consistent throughout, demonstrating a thorough understanding and meticulous application of the style's guidelines.

Use of AT1 Feedback in AT2 - Explicit use of marker feedback, as relevant, with no errors.

Note: The "Fail" grade is below 50%. AT1 <20; AT2 < 25

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submit your response on our unit Moodle website for AT2.

Learning Outcomes Assessed

- Comprehend how to develop, select and use assessment strategies to assess student learning informed by neuroscience.

3 AT3 - Assessing Student Learning Teacher Resource

Assessment Type

Project (applied)

Task Description

Using our unit Moodle resources for Module 2 and the McTighe and Willis book – pages available here - create a resource for teachers about assessing student learning (AITSL Standard 5, 2022) of about 2,500 words. Use the following sections:

1. **Assessing Student Learning**
 - Define and give examples of informal and formal assessment methods
 - State the purposes of diagnostic, formative, and summative approaches
2. **Providing Feedback**
 - State why it is essential to give timely and appropriate feedback to students
3. **Making Judgements**
 - Describe assessment moderation processes for ensuring consistent judgments
4. **Interpreting Student Data**
 - Discuss how to use assessment data to modify teaching practices

5. Reporting on Achievement

- Describe strategies for reporting student progress to students and parents
- Explain the importance of maintaining accurate assessment records

Predominantly use Module 2 on our unit's Moodle site resources and the textbook by McTighe and Willis (2019).

Assessment Due Date

Week 10 Tuesday (21 Jan 2025) 12:00 pm AEST

Submit your response on our unit Moodle website for AT3.

Return Date to Students

Exam Week Friday (14 Feb 2025)

Following moderation.

Weighting

50%

Assessment Criteria

Criteria and Standards Descriptors for AT2 and AT3

Pass (50 to 64%) AT1: 20-25; AT2: 25-32

Task Completion - The main requirements of the task are addressed, demonstrating a basic understanding of the subject matter.

Communication of Ideas - The response evidences a basic understanding of the topic, with ideas communicated clearly but needing more depth and complexity. Some attempt is made to structure the response, though it may need to be more consistent. Errors in grammar and syntax are present but do not significantly impede understanding.

Continuity and Flow - The response is generally organised but may have occasional lapses in flow and continuity. Transitional phrases are limited, resulting in a somewhat disjointed reading experience.

Audience Engagement - Basic understanding of audience needs. Simple engagement techniques used with some effectiveness.

Writing Style - The response demonstrates a basic understanding of the style with the correct use of in-text citations and references. However, there may be several errors in the use of the style.

Use of AT1 Feedback in AT2 - No or limited use of marker feedback. The same errors are repeated.

Credit (65 to 74%) AT1: 26-29; AT2: 33-37

Task Completion - The task's requirements are addressed with adequate detail and accuracy. The subject matter is well understood, and most concepts are explained correctly.

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Continuity and Flow - The response maintains a logical structure with clear transitions between sections. Transitional phrases are used effectively to connect ideas, though some areas may still feel slightly abrupt.

Audience Engagement - Good understanding of audience needs with examples. Several engagement techniques used effectively.

Writing Style - The response shows a good grasp of the style with mostly accurate in-text citations and references. There may be occasional minor errors in the use of the style.

Use of AT1 Feedback in AT2 - Reasonable use of marker feedback on how to improve.

Distinction (75 to 84%) AT1: 30-34; AT2: 38-42

Task Completion - All aspects of the task are thoroughly addressed with detailed and accurate information, showing a strong understanding of the subject, providing clear and insightful explanations.

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Continuity and Flow - The response is well-structured, with smooth transitions that guide the reader through the content. Each section flows logically into the next, creating a cohesive narrative.

Audience Engagement - Thorough understanding of audience needs with detailed examples. Highly effective and engagement techniques.

Writing Style - The response displays a strong understanding of style with accurate and consistent use of in-text citations and references. Very clear attention to detail and adherence to the style's guidelines.

Use of AT1 Feedback in AT2 - Precise use of marker feedback, as relevant.

High Distinction (85 to 100%) AT1: 35-40; AT2: 43-50

Task Completion- All aspects of the task are thoroughly addressed with advanced, comprehensive, and detailed information. The work exhibits excellent understanding with deep insights and sophisticated analysis.

Communication of Ideas - The response shows an exceptional understanding of the topic, with ideas communicated with outstanding clarity, depth, and insight. The response is expertly structured and organised, with a seamless progression of ideas. There are no errors in grammar and syntax.

Continuity and Flow - The response exhibits a high level of coherence with seamless transitions between sections. The flow is natural and intuitive, enhancing the reader's understanding and engagement.

Audience Engagement -Exceptional understanding with insightful examples. Innovative and highly effective engagement techniques.

Writing Style -The response exhibits an excellent command of APA style with flawless in-text citations and references. Formatting is precise and consistent throughout, demonstrating a thorough understanding and meticulous application of the style's guidelines.

Use of AT1 Feedback in AT2 - Explicit use of marker feedback, as relevant, with no errors.

Note: The "Fail" grade is below 50%. AT1 <20; AT2 < 25

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Synthesise high-quality assessment principles, student feedback, reporting and moderation processes to support consistent and comparable judgements of student learning informed by neuroscience.
- Elaborate on how to use student assessment data to identify student interventions and modify teaching practice.

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