PSYC13023 *Educational Psychology*
Term 1 - 2017

Profile information current as at 19/04/2024 08:16 am

General Information

Overview

This unit aims to introduce students to educational psychology, the area of behavioural science concerned with the application of psychological principles to education and learning. Educational psychology is concerned with the entire lifespan, however this unit focuses specifically on children and adolescents and their key educational and learning contexts, such as schools and families. In this unit an integrated model is presented as an overarching framework within which psychological theories, practices, and research can be applied to contemporary educational psychology practices, topics, issues and cases, particularly those related to human services work aimed at enhancing learning and development, supporting difference and diversity, and fostering the social and emotional wellbeing of young people.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite: Minimum of 36 credit points from psychology units.
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 - 2017

- 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 Undergraduate 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. **Group Work**
Weighting: 20%
2. **Practical and Written Assessment**
Weighting: 50%
3. **Group Discussion**
Weighting: 30%

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 messages (email as well as discussion forums).

Feedback

Positive comments were received regarding the content of the course, as well as the choice of assessment items to allow optimum application of acquired knowledge and practical skills.

Recommendation

It is recommended that the content and assessment of this course remain the same for future offerings.

Action

Lectures from 2015 were used for this term, feedback from students indicated that live or new recordings would be preferable. Recommend prescribed text be updated.

Feedback from Student messages (email as well as discussion forums).

Feedback

Some technical issues overshadowed student evaluations

Recommendation

Technical issues have now been resolved and steps will be taken to ensure that any future technical issues are resolved quickly with minimal disruption.
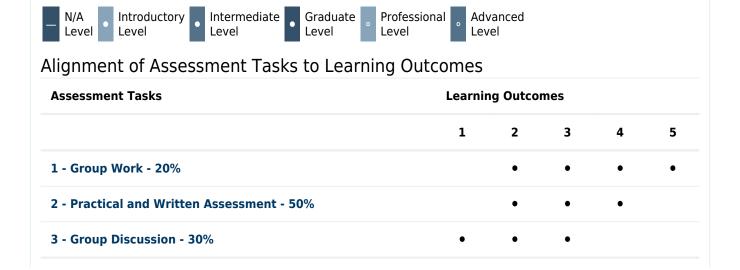
Action

Minimal technical issues experienced.

Unit Learning Outcomes

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

1. articulate what educational psychology is and how it is related to and distinct from other specialisations within psychology
2. apply psychological theories, research and practices to educational psychology topics, issues and case studies
3. integrate ethical and contextual considerations, such as cultural and societal factors, when appraising educational psychology topics, issues and cases
4. plan, conduct, evaluate and report on an information gathering interview
5. collaborate effectively with others on group tasks

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	4	5
1 - Group Work - 20%		●	●	●	●
2 - Practical and Written Assessment - 50%		●	●	●	
3 - Group Discussion - 30%	●	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•		•	•
2 - Problem Solving		•			•
3 - Critical Thinking	•	•	•	•	
4 - Information Literacy		•			
5 - Team Work				•	•
6 - Information Technology Competence					•
7 - Cross Cultural Competence			•	•	•
8 - Ethical practice			•	•	•
9 - Social Innovation					
10 - 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	9	10
1 - Group Work - 20%	•	•	•	•	•	•	•	•		
2 - Practical and Written Assessment - 50%	•	•	•	•		•	•	•		
3 - Group Discussion - 30%	•		•	•		•	•	•		

Textbooks and Resources

Textbooks

PSYC13023

Prescribed

Educational Psychology
4th Edition (2016)
Authors: Anita Woolfolk & Kay Margetts
Pearson
Melbourne , VIC , Australia
ISBN: 9781488688621
Binding: Paperback

Additional Textbook Information
Students are asked to purchase the value pack Educational Psychology textbook (paperback) plus MyEducationLab with eText (4e). Information will be available on the Course page that explains how students may access and use the eText and MyEducationLab functionality.

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

Sharleen Keleher Unit Coordinator
s.keleher@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 1: FOUNDATIONS Topic 1.1 Introduction to Educational Psychology	Textbook: Chapters 1 & 4 Supplementary Reading: 1 (Gilmore, Fletcher, & Hudson, 2013)	Class: Introduction to Foundations Module + Course Overview + Assessment 3 Overview

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 1: FOUNDATIONS Topic 1.1 Introduction to Educational Psychology Cont.	Continue Week 1 reading	Class: Assessments 1 & 2 Overview

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic

		Online Consult Hour
MODULE 1: FOUNDATIONS Topic 1.2 The Ethical Professional	Textbook: Chapters 2, 3, & 14	ASSESSMENT - GROUP DISCUSSION (Contribution #1) Due Thursday (23 Mar 17) 05:00 PM AEST

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 1: FOUNDATIONS Topic 1.3 Diversity and Cultural Competence	Textbook: Chapter 7 Supplementary Reading: 2 (Woolfolk & Margetts, 2012) & 3 (Duchesne, McMaugh, Bochner, & Krause, 2012)	Class: Foundations Module Wrap Up

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled module/topics	No scheduled reading	ASSESSMENT - **GROUP WORK (Interview Preparation)** Due: Week 5 Friday (7 Apr 2017) 5:00 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled module/topics		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 2: PROFESSIONAL PRACTICES Topic 2.1 Direct and Indirect Services	Textbook: Chapters 5 & 6	Class: Introduction to Professional Practices Module

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 2: PROFESSIONAL PRACTICES Topic 2.2 Collaboration	Textbook: Chapters 8 & 9	Online Consult Hour

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 2: PROFESSIONAL PRACTICES Topic 2.3 Research, Evaluation, & Accountability	Textbook: Chapter 10	Online Consult Hour

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 2: PROFESSIONAL PRACTICES Topic 2.4 Advocacy & Leadership	Textbook: Chapters 11 & 12	Class: Professional Practices Module Wrap up

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
MODULE 3: SPECIAL ISSUES/TOPICS Topic 3.1 School Violence and Bullying	Textbook: Chapter 13	Class: Special Issues/Topics Module

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
No scheduled module/topics - Finalise assessment task/s	No scheduled reading	ASSESSMENT - **PRACTICAL AND WRITTEN ASSESSMENT (Interview and Report)** Due: Week 11 Friday (26 May 2017) 5:00 pm AEST

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

| No scheduled module/topics - Finalise assessment task/s | No scheduled reading | |

Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no examination for this course.	No scheduled reading	ASSESSMENT - GROUP DISCUSSION (Contribution #2) Due Tuesday (6 Jun 17) 05:00 PM AEST

Module/Topic	**Chapter**	**Events and Submissions/Topic**
There is no examination for this course.		

Term Specific Information

Please be advised that A/Prof Burke will NOT be the unit coordinator for 2017.
The PSYC13023 Unit will be coordinated by a staff member based in professional practice in 2017. The contact details for this staff member will be available via Moodle prior to the beginning of Term.

Assessment Tasks

1 GROUP WORK (Interview Preparation)

Assessment Type
Group Work

Task Description
Assessment 1 (Group Work) and Assessment 2 (Practical Assessment and Written Assessment) are integrated around a practical task of conducting an interview with a teacher on the topic of **school-based approaches to supporting social and emotional well being**. The overall aim of Assessments 1 and 2 is to explore the alignment between theory/research and practices for school-based approaches to supporting social and emotional well being, and the implications for assisting schools to continue their work of supporting social and emotional well being.
For Assessment 1, students will complete the following group and individual tasks:

a. join a peer group on Moodle,
b. work with group members to prepare an *Interview Guide* for a teacher interview about school-based approaches to supporting social and emotional well being,
c. individually locate a teacher to interview and document the interview arrangements on the *Fieldwork Plan Form*, and
d. complete a *Self and Peer Assessment (SPA) online survey* about your own and each group members' team work performance.

The assessable submission for Assessment 1 will be comprised of:

- an Interview Guide (group submission),
- a completed Fieldwork Plan Form (individual submission), and
- completion of the Self and Peer Assessment (SPA) online survey (individual submission).

Further task details will be available from the Course and Assessment Guide on the course Moodle site.

Assessment Due Date
Week 5 Friday (7 Apr 2017) 5:00 pm AEST

Return Date to Students
Week 6 Friday (21 Apr 2017)

Weighting
20%

Assessment Criteria
Assessment 1 will be assessed according to the components/criteria below. The total available mark is 20 and the maximum mark available for each component/criteria is in parentheses.

1. Interview guide (12 marks, group mark)
2. Team work skills (5 marks, individual mark)
3. Field work plan form (3 marks, individual mark)

The detailed marking rubric is available from the Course and Assessment Guide on the Moodle course site.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online Group

Learning Outcomes Assessed

- apply psychological theories, research and practices to educational psychology topics, issues and case studies
- integrate ethical and contextual considerations, such as cultural and societal factors, when appraising educational psychology topics, issues and cases
- plan, conduct, evaluate and report on an information gathering interview
- collaborate effectively with others on group tasks

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 PRACTICAL AND WRITTEN ASSESSMENT (Interview and Report)

Assessment Type
Practical and Written Assessment

Task Description
Assessment 1 (Group Work) and Assessment 2 (Practical Assessment and Written Assessment) are integrated around a practical task of conducting an interview with a teacher on the topic of **school-based approaches to supporting social and emotional well being**. The overall aim of Assessments 1 and 2 is to explore the alignment between theory/research and practices for school-based approaches to supporting social and emotional well being, and the implications for assisting schools to continue their work of supporting social and emotional well being.
For Assessment 2, students will complete the following individual tasks:

a. conduct and record an interview with a teacher using the *Interview Guide* prepared for Assessment 1 and with teacher informed consent documented on the *Consent Form*,
b. produce a *Transcript* of the interview recording, and
c. write a 2000 word *Report* focused on integrating theory/research (from the literature) and practice (information gained from the interview).

The assessable submission for Assessment 2 will be individual and comprised of the 2000 word Report with two Appendices (the completed Consent Form and the Transcript).
Further task details will be available from the Course and Assessment Guide on the course Moodle site.

Assessment Due Date
Week 11 Friday (26 May 2017) 5:00 pm AEST

Return Date to Students
Exam Week Friday (16 June 2017)

Weighting
50%

Assessment Criteria
Assessment 2 will be assessed according to the components/criteria below. The total available mark is 50 and the maximum mark available for each component/criteria is in parentheses.

1. Part A: Introduction (10 marks)
2. Part B: Analysis of theory/research–practice links (10 marks)
3. Part C: Evaluation of theory/research–practice links (10 marks)

4. Appendix A: Consent form (5 marks)
5. Appendix B: Interview transcript (5 marks)
6. Quality of literacy and written communication skills (5 marks)
7. Adherence to APA referencing/ presentation style (5 marks)

The detailed marking rubric is available from the Course and Assessment Guide on the Moodle course site.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- apply psychological theories, research and practices to educational psychology topics, issues and case studies
- integrate ethical and contextual considerations, such as cultural and societal factors, when appraising educational psychology topics, issues and cases
- plan, conduct, evaluate and report on an information gathering interview

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 GROUP DISCUSSION (Online Forum Contributions)

Assessment Type
Group Discussion

Task Description
For Assessment 3, students will post a series of two (2) Moodle discussion forum contributions of 500 words based on the following questions:

a. What is educational psychology? Where do educational psychologists work and who do they work with? What roles/tasks does an educational psychologist perform?
b. What is the value and distinctive contribution of educational psychology when compared to other psychology sub-disciplines and/or related displines/roles such as developmental psychology, school psychology/counselling?

Further task details are available from the Course and Assessment Guide on the course Moodle site.

Assessment Due Date

Contribution #1 Due Thursday of Week 3 (23 Mar 17) 05:00 PM AEST. Contribution #2 Due Tuesday of Review Week (8 Jun 17) 05:00 PM AEST.

Return Date to Students

The mark for each contribution will be returned to students 2 weeks after the due date of each contribution.

Weighting
30%

Assessment Criteria
Each contribution will receive a total mark of 0, 1, or 2 according to the quality of the post assessed against the following criteria:

1. Relevance
2. Completeness
3. Adherence to source and referencing requirements

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Learning Outcomes Assessed

- articulate what educational psychology is and how it is related to and distinct from other specialisations within psychology
- apply psychological theories, research and practices to educational psychology topics, issues and case studies
- integrate ethical and contextual considerations, such as cultural and societal factors, when appraising educational psychology topics, issues and cases

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical 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