PSYC13023 *Educational Psychology*
Term 1 - 2018

Profile information current as at 02/05/2024 09:29 am

All details in this unit profile for PSYC13023 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

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 - 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 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 Discussion**
Weighting: 30%
2. **Group Work**
Weighting: 20%
3. **Practical and 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 and lecturer feedback - email & Moodle

Feedback
Textbook and learning resources

Recommendation
Update text to one more relevant to psychology undergraduate students within an education context.

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	●	●	●	●	

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

Exploring School Counselling: Professional Practices and Perspectives
Edition: 2 (2015)
Authors: Tamara E. Davis
Cengage Learning
Belmont , CA , USA
ISBN: 9781285736167
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

Sharleen Keleher Unit Coordinator
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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Educational Psychology	Textbook: Chapters 1 & 4 Supplementary Reading: A Commentary on the Current and Future State of Educational and Developmental Psychology in Australia (Gilmore, Fletcher, & Hudson, 2013)	Zoom class: Introduction to Educational Psychology + Unit Overview + Assessment 1 Overview

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Educational Psychology cont.- Australian Perspectives	Supplementary Reading: A History of School Psychology in Australia (Campbell & Glasheen, in Thielking & Terjesen, 2017)	Zoom class: Assessments 2 & 3 Overview + Guest Speaker Assessment 2 group allocations finalised

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Mental Health Promotion in Education Settings	Supplementary Readings (available on Moodle): Perspectives From Teachers and School Leaders About Long-Term Sustainability: A Challenge For Mental Health Promotion Initiatives in Educational Settings (Askell-Williams, 2017) The Need for School-Based Mental Health Services and Recommendations for Implementation (Kern, Mathur, Albrecht, Poland, Rozalski, & Skiba, 2017).	Zoom class: Mental Health Promotion in Education Settings

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Collaboration	Textbook: Chapters 8 & 9	Zoom class: Collaboration Assessment 1 (part 1) due this week. **ONLINE FORUM DISCUSSION POSTS** Due: Week 4 Monday (26 Mar 2018) 9:00 am AEST

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

| | | Zoom class: Diversity & Cultural Competence |
| Diversity & Cultural Competence | Textbook: Chapter 7 Supplementary Readings available on Moodle | **GROUP WORK (Interview Preparation)** Due: Week 5 Friday (6 Apr 2018) 11:55 pm AEST |

Vacation Week - 09 Apr 2018

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

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Direct & Indirect Services	Textbook: Chapters 5 & 6	Zoom class: Direct & Indirect Services

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Research, Evaluation & Accountability	Textbook: Chapter 10	Zoom class: Research, Evaluation & Accountability

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Advocacy & Leadership	Textbook: Chapters 11 & 12	Zoom class: Advocacy & Leadership

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Ethical Practitioner	Textbook: Chapters 2 & 3	Zoom class: The Ethical Practitioner

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Bullying	Textbook: Chapter 13	Zoom class: Bullying

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding and Responding to Crisis and Trauma in Schools	Supplementary Reading: Understanding and Responding to Crisis and Trauma in the School Setting (Wood et al., in Thielking & Terjesen, 2017).	Zoom class: Understanding and Responding to Crisis and Trauma in Schools

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Special Topics / Issues: • Working with parents and carers • Challenges and opportunities working with rural / remote communities	Supplementary readings and resources available on Moodle	Zoom class: Special Topics / Issues **PRACTICAL AND WRITTEN ASSESSMENT (Interview and Report)** Due: Week 12 Monday (28 May 2018) 9:00 am AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
There is no examination for this unit.	No scheduled reading	ASSESSMENT 1 (part 2) - Online Forum Discussion Post #2 due Monday 4th June 2018 9:00 AM AEST

Exam Week - 11 Jun 2018

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

Students are to ensure that they have access to the Publication Manual of the American Psychological Association, Sixth Edition. This manual is an essential resource for all Psychology units.

Assessment Tasks

1 ONLINE FORUM DISCUSSION POSTS

Assessment Type
Group Discussion

Task Description
For Assessment 1, students will post two Moodle discussion forum contributions of 500 words each (+/- 10%).
Discussion Post 1 (due Monday Week 4) will answer 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 disciplines/roles such as developmental psychology, school psychology/counselling?

Discussion Post 2 (due Monday of Review Week / Week 13) will be a reflection on your learning across this term, and will be based on the following discussion points:
   a. your personal reflections about what you have learned from the unit;
   b. a compare / contrast with one of your peer's responses to Discussion Post 1 (state the full name of the peer whose response you have selected); and
   c. one relevant journal article that you have sourced independently (i.e. NOT one of the unit readings / materials), which is published in 2011 or later (cite the article in text according to APA 6th edition style and provide the full APA style reference at the end of the post).

Further task details provided on the unit Moodle site.

Assessment Due Date
Week 4 Monday (26 Mar 2018) 9:00 am AEST
Discussion post #1 due Monday 26 March at 09:00 AM AEST. Discussion post #2 due Monday of Review Week (4 June 18) 09:00 AM AEST.

Return Date to Students
Week 5 Friday (6 Apr 2018)
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 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

Each contribution will be weighted at 15% of your overall grade, with the total weighting of Assessment 1 being 30%.

Referencing Style

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

Submission
Online

Submission Instructions
Submission to be uploaded as a forum post in the relevant forum for Assessment 1.

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

2 GROUP WORK (Interview Preparation)

Assessment Type
Group Work

Task Description
Assessment 2 (Group Work) and Assessment 3 (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 2 and 3 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 group and individual tasks:

a. join a peer group on Moodle by Tuesday of Week 2;
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 2 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 Unit Assessment Guide on the Moodle site.

Assessment Due Date
Week 5 Friday (6 Apr 2018) 11:55 pm AEST

Return Date to Students
Week 6 Monday (16 Apr 2018)
Please note that teacher interviews must not be scheduled before 2 days after the return to students date to allow time for students to make any adjustments to the Interview Guide as per marker feedback.

Weighting
20%

Assessment Criteria
Assessment 2 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 Unit Assessment Guide on the Moodle site.

Referencing Style

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

Submission
Online Group

Submission Instructions
Interview Guide is a group submission, Fieldwork Plan forms and the Self and Peer Assessment are individual submissions.

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

3 PRACTICAL AND WRITTEN ASSESSMENT (Interview and Report)

Assessment Type
Practical and Written Assessment

Task Description
Assessment 2 (Group Work) and Assessment 3 (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 2 and 3 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 3, students will complete the following individual tasks:

a. conduct and record an interview with a teacher using the *Interview Guide* prepared for Assessment 2 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 3 will be individual and comprised of the 2000 word Report (+/- 10%) with two Appendices (the completed Consent Form and the Transcript). The Appendices do not contribute to the word count. Further task details will be available from the Unit Assessment Guide on the unit Moodle site.

Assessment Due Date
Week 12 Monday (28 May 2018) 9:00 am AEST

Return Date to Students
Exam Week Monday (11 June 2018)

Weighting
50%

Assessment Criteria
Assessment 3 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 Unit Assessment Guide on the Moodle unit 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

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