PSYC13023 *Educational Psychology*

Term 1 - 2019

Profile information current as at 12/10/2024 01:55 pm

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 will introduce you to educational psychology, the area of behavioural science concerned with the application of psychological principles related to education and learning. Educational psychology is concerned with the entire lifespan. However, this unit focuses specifically on children and adolescents within key educational and learning contexts, such as schools and families. This unit presents an overarching framework within which psychological theories, practices, and research are applied to contemporary educational psychology practices. This incorporates a collaborative approach to enhance 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: CA10 and CQ01- Must have completed PSYC11008, PSYC11009, PSYC12014, and PSYC12013 or PSYC12010. CF59 - Must have completed PSYC12048 and (PSYC12010 or PSYC12012 or PSYC12013 or PSYC12014 or PSYC12047)CC13 - Must have completed PSYC11008, PSYC11009, PSYC12010 and PSYC12048. p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; font: 14.0px Calibri; -webkit-text-stroke: #000000} span.s1 {font-kerning: none} CC43- Minimum of 96 credit points, which must include PSYC12048 and PSYC12047.
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 - 2019

- 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 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. **Online discussion forum**
Weighting: 30%
2. **Group Work**
Weighting: 20%
3. **Research Assignment**
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 Email

Feedback
Students found the quality and quantity of feedback on assessment pieces to be beneficial to their learning.

Recommendation
Continue to ensure a high level of assessment feedback is provided to students.

Feedback from Moodle

Feedback
Students and staff found that the American content of the set textbook was at times difficult to relate to the Australian Educational Psychology context.

Recommendation
Update set textbook to resources relevant to the Australian context.

Feedback from Email

Feedback
Student feedback has indicated a high level of satisfaction with the lecture delivery of this unit during Term 1 2018. This was achieved by providing a combination of live "Zoom" classes and prerecorded lectures across the term.

Recommendation
Recommend that this approach is continued for future terms to encourage active student participation and engagement.

Feedback from Staff and student feedback

Feedback
The time and effort required for students to locate an appropriate teacher (Assessment 2), conduct and transcribe the teacher interviews (Assessment 3) was excessive considering the weighting assigned to this section of the task.

Recommendation
Recommend that Assessments 2 and 3 tasks and marking criteria be revised and rewritten to allow students to demonstrate the intended learning outcomes of this unit.

Unit Learning Outcomes

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

1. Apply knowledge of psychological theories, research and practices to educational psychology topics, issues and case studies
2. Integrate ethical and contextual considerations, such as cultural and societal factors, when appraising educational psychology topics, issues and cases
3. Analyse information for themes relating to the practice of educational psychology in a school environment
4. Communicate and collaborate effectively with peers.

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
1 - Online discussion forum - 30%	•	•		•
2 - Group Work - 20%			•	•
3 - Research Assignment - 50%	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online discussion forum - 30%	•		•	•						
2 - Group Work - 20%	•		•		•	•				
3 - Research Assignment - 50%	•		•	•				•		

Textbooks and Resources

Textbooks

PSYC13023

Supplementary

Publication Manual of the American Psychological Association (APA)
Edition: 6th
American Psychiatric Association
ISBN: 1433805618
Binding: Paperback

Additional Textbook Information
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code)

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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Educational Psychology	Gilmore, L., Fletcher, J., & Hudson, A. (2013). A commentary on the current and future status of educational and developmental psychology in Australia. *Australian Educational and Developmental Psychologist, 30*(1), 1-12. doi:10.1017//edp.2013.6 CRO - Campbell, M. & Glasheen, K. (2017). A history of school psychology in Australia. In M. Thielking & M. D. Terjesen (Eds.), *Handbook of Australian school psychology: Integrating international research, practice and policy* (pp. 21-37). Cham, Switzerland: Springer.	Focus Question 1 released

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic

Behavioural Views of Learning	See Moodle for reading task.	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Explanations of Learning	See Moodle for reading task.	Focus Question 1 due. Focus Question 2 released.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Humanist Approaches to Learning	See Moodle for reading task.	

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Social Emotional Learning	Collaborative for Academic and Social Emotional Learning (CASEL) framework, see Moodle.	Focus Question 2 due. Focus Question 3 released.

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with students from diverse cultural backgrounds	See Moodle for reading task.	Focus Question 3 due. Focus Question 4 released.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Learning Support and Inclusive Education	See Moodle for reading task.	**Group Assignment** Due: Week 7 Monday (29 Apr 2019) 9:00 am AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with gifted students	Jung, J. Y. & Worrell, F. C. (2017). School psychological practice with gifted students. In M. Thielking & M. D. Terjesen (Eds.), *Handbook of Australian School Psychology: Integrating international research, practice and policy* (pp. 21-37). Cham, Switzerland: Springer.	Focus Question 4 due. Focus Question 5 released.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Research, Evaluation & Accountability	See Moodle for reading task.	

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Models of Service Provision	APS Framework for Effective Delivery of School Psychology Service: A Practice Guide for Psychologists and School Leaders.	Focus Question 5 due. Focus Question 6 released.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Leadership	See Moodle for reading task.	

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Trauma-informed schools	CRO - Wood, C. E., Domingues, J., Howard, J. M., & Said, S. (2017). Understanding and responding to crisis and trauma in the school setting. In M. Thielking & M. D. Terjesen (Eds.), *Handbook of Australian school psychology: Integrating international research, practice and policy* (pp. 413-434). Cham, Switzerland: Springer.	Focus Question 6 due. **Focus Questions** Due: Week 12 Monday (3 June 2019) 9:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
No topic		**Report** Due: Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
No topic.		

Assessment Tasks

1 Focus Questions

Assessment Type
Online discussion forum

Task Description
A total of six focus questions will be posted throughout the term. You will be given two weeks to respond to each focus question – opening 9am Monday, closing two weeks later at 9am Monday. A schedule of when each question will be available is on Moodle.
You are required to respond to a minimum of three focus questions across the term. Focus Question 1 is compulsory – all students must post a response to this question. You may choose to respond to more than three questions over the term, and your three highest grades will contribute to your final grade.

Assessment Due Date
Week 12 Monday (3 June 2019) 9:00 am AEST

A schedule of opening and closing dates for each question is posted on Moodle. The final focus question will be due on Monday of Week 12.

Return Date to Students
Exam Week Monday (17 June 2019)

Feedback for each focus question will be returned 2 weeks after the closing date.

Weighting
30%

Assessment Criteria
Each post will be marked out of 30 which will then be converted to a percentage – a mark of 30/30 equates to 10% [(x/30)*10]. Your final Assessment 3 grade will be the sum of your three highest grades from these focus questions.
<u>Content (12 marks)</u>
· Addresses question fully
· Evidence of critical thinking and synthesis of information (i.e. not just quotes or paraphrasing)
· Overall argument cohesion
<u>General Format (10 marks)</u>
· Word count within specified limit
· Minimum of two appropriate references
· Grammar, sentence structure and spelling
· APA formatting (i.e. left hand justify, paragraph indent, double spaced, etc.)
<u>APA Referencing (8 marks)</u>

· Format of references in-text
· Format of reference list

Referencing Style

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

Submission
Online

Submission Instructions
Focus Questions are to be submitted via the appropriate Assessment 1 Focus Question forum on Moodle.

assessmentOutcome

- Apply knowledge of 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
- Communicate and collaborate effectively with peers.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy

2 Group Assignment

Assessment Type
Group Work

Task Description
The topic for Assessment 2 is: *school-based approaches to supporting social and emotional well-being.*
For Assessment 2, students will complete the following tasks:
(a) join a peer group on Moodle,
(b) work with group members to transcribe a provided recording of an interview with a school psychologist about school-based approaches to supporting social and emotional well-being,
(c) work with group members to identify key themes from the interview transcript and produce a concept map of these key themes, and
(d) complete a *Self and Peer Assessment (SPA) online survey* about your own and each group members' team work performance.
The submission for Assessment 2 will be comprised of:

- an *interview transcript* (group submission),
- a *thematic concept map* (group submission), and
- completion of the *Self and Peer Assessment (SPA) online survey* (individual submission).

Assessment Due Date
Week 7 Monday (29 Apr 2019) 9:00 am AEST

Return Date to Students
Week 9 Monday (13 May 2019)

Weighting
20%

Assessment Criteria
Interview Transcript (7.5 marks)
Thematic Concept Map (7.5 marks)
Self & Peer Assessment (5 marks)
A comprehensive marking rubric is available on Moodle.

Referencing Style

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

Submission
Online Group

Submission Instructions
Each group will submit one thematic map and interview transcript. Each student will complete a Self & Peer Assessment.

assessmentOutcome

- Analyse information for themes relating to the practice of educational psychology in a school environment
- Communicate and collaborate effectively with peers.

assessmentGradAttribute

- Communication
- Critical Thinking
- Team Work
- Information Technology Competence

3 Report

Assessment Type
Research Assignment

Task Description
The topic for Assessment 3 is: *school-based approaches to supporting social and emotional well-being.*
For Assessment 3, students write a 2000-2400 word Report focused on integrating theory/research (from the literature) and practice (information gained from the Assessment 2 interview and transcript).
A more detailed task description is available on Moodle.

Assessment Due Date
Review/Exam Week Monday (10 June 2019) 9:00 am AEST

Return Date to Students
Exam Week Friday (21 June 2019)

Weighting
50%

Assessment Criteria
A grade out of 50 will be given for this assessment task. The total mark will be broken down as follows:

- Abstract & Introduction (10 marks)
- Analysis of theory / practice links (15 marks)
- Evaluation of theory / practice links (15 marks)
- Quality of literacy and written communication skills (5 marks)
- APA referencing and formatting (5 marks)

A comprehensive marking rubric is available on Moodle.

Referencing Style

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

Submission
Online

assessmentOutcome

- Apply knowledge of 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
- Analyse information for themes relating to the practice of educational psychology in a school environment

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- 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