

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Psychology Curriculum 1

Unit ID: EDBED3037

Credit Points: 15.00

Prerequisite(s): (Pass in 3 Psychology Units)

Co-requisite(s): (One Approved Psychology Unit)

Exclusion(s): (EDDDE3016)

ASCED: 070301

Description of the Unit:

This unit will revise undergraduate Pre-Service teachers (PSTs) knowledge of the scientific nature and diversity of the field of Psychology and its key experiments. It will examine current psychological theories and enable PSTs to make them comprehensible, memorable and enjoyable to students. The unit will acquaint PSTs with the curriculum and assessment procedures of V.C.E. Units 1 & 2, and encourage them to explore how the curriculum frameworks can be used to create optimal participation, learning and enjoyment for students. PSTs will reflect critically on their teaching practice in the light of research findings into learning, memory and group interaction. They will investigate links between the Dispositions for Effective Teaching and Core (High Impact) Teaching Strategies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Knowledge of the concepts, substance and structure of the relevant senior Psychology curriculum documentation and guidelines, including assessment and moderation requirements.
- K2.** Understand contemporary theories, research and research practices related to the field of Psychology.
- K3.** Gain awareness of effective learning, teaching and assessment strategies and approaches in the Psychology specialist teaching area.
- K4.** Develop understanding of the application of ICT and the use of literacy and numeracy teaching strategies in the Psychology teaching area.
- K5.** Gain and apply knowledge of core teaching practices and strategies, including explicit teaching, modelling and scaffolding learning activities.

Skills:

- S1.** Apply the research skills needed to trace original research reports in either print or non-print media
- S2.** Plan learning sequences that provide a clear explanation of what students are expected to learn and associated learning goals that are chunked into manageable tasks.
- S3.** Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- S4.** Competently develop and evaluate a range of appropriately differentiated, resourced and sequenced lessons or units of work.
- S5.** Evaluate the use of formal and informal formative assessment to enhance students reflective capacity and Psychology knowledge and skills.
- S6.** Apply literacy and numeracy teaching strategies in the Psychology teaching area.
- S7.** Apply and critically reflect on the use of planning, teaching and assessment strategies in the context of Psychology teaching.

Application of knowledge and skills:

- A1.** Create a sequence of lessons with a focus on VCE and teach one of the lessons.
- A2.** Reflect on curriculum, teaching, learning and assessment through a journal.

Unit Content:

Refreshing knowledge of the scientific nature and diversity of the profession of Psychology and its key experiments

Current theories in Psychology and using well organised classroom activities and clear directions to make them comprehensible, memorable and enjoyable to Units 1 & 2 VCE Psychology students Planning, structuring and sequencing curriculum and lesson plans in Psychology.

Formal and informal assessment opportunities and procedures of V.C.E. Units 1 & 2, and the exploration of how these procedures may be used to create optimal participation, learning and enjoyment for secondary students

Reflecting on teaching practice in the light of research findings into development, learning, attention, memory and group interaction

The relationship between the Dispositions for Effective Teaching, Core (High Impact) Teaching Strategies and effective teaching VCE Units 1 and 2 in Psychology.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> Using effective verbal and non-verbal communication Listening for meaning and influencing via active listening Showing empathy for others Negotiating and demonstrating conflict resolution skills Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically Evaluating ideas, concepts and information Considering alternative perspectives to refine ideas Challenging conventional thinking to clarify concepts Forming creative solutions in problem solving. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> Finding, evaluating, managing, curating, organising and sharing digital information Collating, managing, accessing and using digital data securely Receiving and responding to messages in a range of digital media Contributing actively to digital teams and working groups Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts Committing to social responsibility as a professional and a citizen Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses Embracing lifelong, life-wide and life-deep learning to be open to diverse others Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5, S6, S7, A1	Design a sequence of lessons with a focus on Units 1 or 2 Psychology which includes teaching strategies that cater for diverse learners, resources (including the use of ICT), assessment approaches, and a personal reflection on learning. PSTs teach a VCE unit 1 or 2 lesson from within the unit that is well managed and includes clear directions, has differentiated content, appropriate resources and assessment, and effective teaching strategies.	Curriculum design with teaching performance	50-60%
K1, K2, K4, K5, S3, S6, S7, A2	Produce a reflective journal that examines curriculum, teaching, learning and assessment issues, student work samples, and resources.	Reflective Journal	40-50%

Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)