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 is the first in a sequence of two that focuses on curriculum and pedagogy in the psychology specialist teaching area for undergraduate Pre-Service Teachers. The unit aims to refresh knowledge of the scientific nature and diversity of the field of Psychology and its key experiments. It examines current psychological theories and enables Pre-Service Teachers to make them comprehensible, memorable and enjoyable to secondary students. The unit acquaints Pre-Service Teachers with the curriculum and assessment procedures of VCE Units 1 & 2, and requires them to explore how the curriculum frameworks can be used to create optimal participation, learning and enjoyment for students. Pre-Service Teachers reflect critically on their teaching practice in the light of research findings into learning, memory and group interaction.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Examine the concepts, substance and structure of the relevant senior Psychology curriculum documentation and guidelines, including assessment and moderation requirements.

K2. Analyse contemporary theories, research and research practices related to the field of psychology.

K3. Identify effective learning, teaching and assessment strategies and approaches, in the Psychology specialist teaching area.

K4. Explore the application of ICT and the use of literacy and numeracy teaching strategies in the Psychology teaching area.

K5. Identify knowledge, skills and competence to apply evidence-based teaching strategies in the context of Psychology teaching.

Skills:

S1. Apply the research skills needed to trace original research reports in either print or non-print media

S2. Plan learning sequences with clear and challenging learning goals, that consist of engaging classroom materials in a variety of media for a variety of learning needs

S3. Identify 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.

S8. Demonstrate a range of verbal and non-verbal communication strategies to support learning.

Application of knowledge and skills:

A1. Design and teach a VCE Unit 1 or 2 lesson to peers which includes differentiated content, resources and assessment strategies.

A2. Collect and critically evaluate curriculum material and approaches to teaching Psychology from a real school setting.

A3. Produce a reflective journal covering unit content and an evaluation of teaching strategies within Units 1 and 2 of the VCE.

Unit Content:

Topics to be covered

- Refreshing knowledge of the scientific nature and diversity of the profession of Psychology and its key experiments.
- Current theories in Psychology and making them comprehensible to Units 1 & 2 VCE Psychology students in memorable and enjoyable ways.

- 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.
- Exploring the use of evidence-based teaching strategies and effective teaching of VCE Units 1 and 2 in Psychology.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, S4, S5, S7, S8, A1 APST 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 5.1	Plan and teach a lesson, or a component of a lesson, with differentiated content, resources and assessment and links to evidence-based teaching strategies.	Teaching Performance	30-40%
K1, K2, K3, K4, S3, S5, S6, A2 APST 1.2, 2.1, 2.2, 2.3, 2.5, 3.2, 3.4, 3.6, 5.1, 5.4	Design a sequence of lessons with a focus on Units 1 or 2 Psychology which includes teaching strategies which cater for diverse learners, resources (including the use of ICT), assessment approaches, and a personal reflection on learning.	Curriculum Design	30-40%
K1, K2, K4, S3, S6, S8, A3, APST 2.1, 4.1	Produce a reflective journal that examines curriculum, teaching, learning and assessment issues, student work samples, and resources with links to unit content within the VCE Units 1 and 2 of Psychology. .	Reflective Journal	20-30%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced

3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced
3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Yes	Advanced

4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced