



Course Outline (Higher Education)

School:	School of Education
Course Title:	PSYCHOLOGY CURRICULUM 1
Course ID:	EDBED3037
Credit Points:	15.00
Prerequisite(s):	(Pass in 3 Psychology Courses)
Co-requisite(s):	One Approved Psychology Course
Exclusion(s):	(EDDDE3016)
ASCED:	070301

Description of the Course:

This course 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 course 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 course 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)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	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.** 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 course content and an evaluation of teaching strategies within Units 1 and 2 of the VCE.

Course 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.

Values:

- V1.** Gain an awareness of the need to extend personal competencies and to further ethical sensitivities by participating in professional development, including activities sponsored by the APS, STAV and local teacher networks.
- V2.** Adopt a reflective and critical approach to personal learning.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S5, A1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, S7, A2	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S8, A3	AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not addressed	Not addressed

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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 course content within the VCE Units 1 and 2 of Psychology. .	Reflective Journal	20-30%

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

<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Advanced</p>