Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Psychology Curriculum 2
Unit ID:	EDDDE3116
Credit Points:	15.00
Prerequisite(s):	(EDBED3037 or EDDDE3016)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This unit will continue to develop postgraduate Pre-Service Teachers (PSTs) knowledge of the scientific nature and diversity of Psychology as a field of study and its key experiments. The unit will acquaint PSTs with the assessment procedures of V.C.E. Units 3 and 4, and encourage them to examine how the curriculum frameworks can be used to design effective learning experiences and assessment tasks. PSTs will reflect critically on their teaching practice in the light of contemporary research findings into teaching and learning.

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						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Develop a working knowledge of the concepts, substance and structure of the relevant senior Psychology curriculum documentation and guidelines, including assessment and moderation requirements.

K2. Develop, understand and apply contemporary theories, research and research practises related to the field of psychology.

K3. Demonstrate understanding 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.

Skills:

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

S2. Plan learning sequences that consist of engaging classroom materials in a variety of media for a variety of learning needs.

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.

Application of knowledge and skills:

A1. Design and articulate pedagogical reasoning for a series of VCE Unit 3 or 4 lessons.

A2. Reflect on and critique sequence of lessons related to VCE Psychology Units 3 or 4, with particular attention to curriculum, teaching, learning and assessment issues and catering for diverse students needs.

Unit Content:

Refreshing knowledge of key experiments outlined in the VCE Study Design and drawing attention to subsequent related research.

Current theories in Psychology and making them comprehensible to VCE students in memorable and enjoyable ways.

The complex paired assessment procedures of the V.C.E. Units 3 & 4, and exploring how these procedures may be used to create optimal participation, learning and enjoyment for their students.

Examination of VCE summative assessment approaches including SACs, topic tests and revision sheets and recognising opportunities for formative assessment.

Reflecting on teaching practice in the light of research findings into learning, memory, meta-memory, meta-cognition, and group interaction.

Investigation into evidence-based teaching strategies relevant to teaching VCE units 3 and 4 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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: • 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: • 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: • 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: • 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: • 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, S1, S2, S3, S4, S5, S6, A1	Design and present a VCE Unit 3 or 4 sequence of lessons embedding teaching strategies which cater for diverse learners, include resources (including the use of ICT), assessment approaches and teach a lesson from the sequence with differentiated content, resources and assessment.	Curriculum Design and Teaching performance	40-60%
K1, K2, K4, S3, S6, A2	Produce a reflective journal that examines curriculum, teaching, learning and assessment issues and strategies with links to course content within the VCE Units 3 and 4 of Psychology and which includes reflections and evaluation of a school's approach to curriculum issues related to VCE Units 3 and 4 Psychology	Reflective Journal	40-60%

Adopted Reference Style:

APA ()

Refer to the library website for more information

Fed Cite - referencing tool