



Course Outline (Higher Education)

School:	School of Education
Course Title:	PSYCHOLOGY CURRICULUM 2
Course ID:	EDDDE3116
Credit Points:	15.00
Prerequisite(s):	(EDBED3037 or EDDDE3016)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course:

This course follows on from Psychology Curriculum 1 focusing on curriculum and pedagogy in the psychology specialist teaching area for undergraduate Pre-Service Teachers (PST's). The course continues to develop PSTs' knowledge of the scientific nature and diversity of Psychology as a field of study and its key experiments. It will also acquaint PSTs with the assessment procedures of V.C.E. Units 3 and 4, and examine how the curriculum frameworks can be used to design effective learning experiences and assessment tasks. PSTs 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: Student is not undertaking work experience in industry.

Placement Component: No

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.** 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 present a VCE Unit 3/4 lesson based on original research evidence.
- A2.** Design a sequence of lessons with a focus on Units 3 or 4 Psychology which includes teaching strategies which cater for diverse learners, resources (including the use of ICT), assessment approaches, and a personal reflection on learning.
- A3.** Develop a journal based on critical reflections, observations and records of weekly events and an evaluation of teaching strategies within VCE Units 3 and 4 Psychology.

Course Content:

Topics to be covered

- 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 recognizing opportunities for formative assessment.
- Reflecting on teaching practice in the light of research findings into learning, memory, meta-memory, metacognition, and group interaction.
- Investigation into evidence-based teaching strategies relevant to teaching VCE units 3 and 4 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.	S1, 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.	S5, A2	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.	K1, A1	AT1
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.	K3, S6, 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.	A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, S5, A1 APST 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1	Design and present a VCE Unit 3 or 4 lesson with differentiated content, resources and assessment.	Teaching performance	30-40%
K1, K2, K3, S3, S5, S6, A2, 1.2, 2.1, 2.2, 2.3, 2.5, 3.2, 3.4, 3.6, 5.1	Design a sequence of lessons with a focus on Units 3 or 4 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, A3, APST 2.1, 4.1	Produce a reflective journal to record and critique learning in tutorials/workshops/readings and evaluate teaching strategies within the VCE Units 3 and 4 of Psychology.	Reflective Journal	20-30%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)