

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PSYCHOLOGY CURRICULUM 1
Unit ID:	EDMAS6016
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course will revise postgraduate 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 course 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: Student is not undertaking work experience in industry.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 knowledge, skills and competence to apply Core Teaching Practices 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 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.
- S7.** Apply the Dispositions for Teaching and the Core Teaching Practices 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:

Topics include

- 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K4, K5, S2, S4, S5, A1	AT1, AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K3, S2, S4, S7	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, S1, S2, S4, A1, A2	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K4, S3	AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K5, S6, S7, A2	AT2

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; APST: 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1	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, S8; APST: 3.3, 3.4, 3.6, 4.1, 5.1, 5.4	Produce a reflective journal that examines curriculum, teaching, learning and assessment issues, student work samples, and resources.	Reflective Journal	40% - 50%

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		
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