

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PSYCHOLOGY CURRICULUM 1
<b>Course ID:</b>	EDMAS6016
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas as specified in Specialist Area Guidelines published by the Victorian Institute of Teaching
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	070301

## Description of the Course :

This course will refresh 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, etc.)

## 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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

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AQF Level of Program						
	5	6	7	8	9	10
Level						
Advanced					✓	

## 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.** Plan and teach a VCE Unit 1 or 2 lesson, or a component of a lesson that is well managed with clear directions, has differentiated content, appropriate resources and assessment and effective teaching strategies.
- A2.** 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.
- 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 include

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- 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.

### 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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PSTs develop an increased understanding of learners, the nature of teaching and learning processes and the way learning occurs in Psychology contexts and situations. They identify key needs for their professional growth as a psychology teacher and engage in on-going professional learning	High
Critical, creative and enquiring learners	PSTs plan for learning, make judgments about learning and communicate learning and teaching processes. They critically examine and reflect on teaching practice. PSTs build confidence, creativity and capability in teaching Psychology	High
Capable, flexible and work ready	PSTs engage in professional discussions with peers and colleagues. They are actively involved in a learning community and develop understandings of social and civic responsibilities and a way these can be fostered through the teaching of Psychology	High
Responsible, ethical and engaged citizens	PSTs gain an insight into the social and cultural diversity of communities and ways to build these understandings through teaching Psychology	High

### Learning Task and Assessment:

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5 S1, S2, S4, S5, S6, S7, S8 A1 APS: 2.1, 2.2, 3.1, 3.3, 3.4, 3.5 4.1, 4.2	Plan and teach a VCE Unit 1 or 2 lesson, or a component of a lesson that is well managed with clear directions, has differentiated content, appropriate resources and assessment and effective teaching strategies.	Teaching Performance	30 - 40%
K1, K2, K3, K5 S3, S5, S7 A2 APS: 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 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 - 50%
K1, K2, K4, K5 S3, S6, S7, S8 A3 APS: 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	20 - 30%

## Adopted Reference Style:

APA