

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PSYCHOLOGY CURRICULUM 2
<b>Course ID:</b>	EDMAS6116
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDMAS6016)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070105

## Description of the Course :

This course 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 course 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, 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	<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:

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- 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 practices 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 and collect data related to a school's approach to curriculum issues at VCE Units 3 and 4 Psychology.

### Course Content:

Topics may include:

- 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, metacognition, and group interaction
- Investigation into evidence-based teaching strategies relevant to teaching VCE units 3 and 4 in Psychology

### Values:

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- 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 are able to 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:

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, K4, S3, S5, S6, A2 APST 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%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K4, S3, S6, A3 APST 2.1, 4.1	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	20-40%

## Adopted Reference Style:

APA