



# Course Outline

EDGDS6145 PSYCHOLOGY CURRICULUM 2

**Title:** PSYCHOLOGY CURRICULUM 2

**Code:** EDGDS6145

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** (EDGDS6021) (TD785)

**Co-requisites:** Nil

**Exclusions:** (EDGDS6122) (TD786)

**Progress Units:** 15

**ASCED Code:** 070301

## Objectives:

After successfully completing this course, students should be able to:

### Knowledge:

- demonstrate a working knowledge of the V.C.E. Study Design – Psychology Units 3 & 4, including assessment requirements
- demonstrate a working knowledge of contemporary theories and research related to the field of Psychology.

### Skills:

- demonstrate the research skills needed to trace original research reports in either print or non-print media;
- develop practical skills in producing classroom materials in a variety of media;
- develop a problem-solving approach to teaching;
- become competent to develop and evaluate a range of lesson or units of work.

### Values:

- gain an awareness of the need to extend their competencies and to further their ethical sensitivities by participating in professional development sponsored by the APS, STAV and the local teacher network;
- adopt a reflective and critical approach to the study of Psychology.

## Content:

The Unit will provide a basis for on-going professional development as a psychology teacher by:

Topics may include:



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- refreshing students' knowledge of key experiments outlined in the Study Design and drawing attention to subsequent research related to the key experiments
- introducing current theories and assisting student teachers in making them comprehensible to Year 12 students in memorable and enjoyable ways;
- acquainting students with the assessment procedures of the V.C.E. Units 3 & 4, and encouraging them to explore how these procedures may be used to create optimal participation, learning and enjoyment for their students;
- showing students samples of exams, SACs, topic tests and revision sheets, texts and other resources and;
- providing students with the opportunity to reflect on their teaching practice in the light of research findings into Learning, Memory, Metamemory, Metacognition, and group interaction.
- the reaction of sensory systems, particularly the visual system, to the environment is influenced by psychological factors;
- behaviour is influenced by learning resulting from operant conditioning, classical conditioning and modelling;
- learning is influenced by insight and the cognitive processes involved in remembering, thinking and forgetting;
- a knowledge of the key features of a psychological experiment is essential to an understanding of psychology as a scientific discipline;
- research cannot be properly evaluated without understanding the effects of experimental design and the limitations of inferential statistics.

### Learning Tasks & Assessment:

| Learning Task   | Assessment              | Weighting |
|---|-------------------------|-----------|
| Retrieve original research and present as a Year 12 lesson. | Tutorial Presentation   | 30- 40%   |
| School based research and collection of resources.          | Written Research Report | 30-40%    |
| Familiarisation with content knowledge for VCE Units 3 & 4  | Examination             | 20-30%    |

### Adopted Reference Style:

APA

### Library Website:

[http://ww.ballarat.edu.au/aasp/student/learning\\_support/generalguide/](http://ww.ballarat.edu.au/aasp/student/learning_support/generalguide/)

### Handbook Summary:

This course aims to enable students to continue their preparation to teach psychology at senior secondary levels. It includes a critical and reflective approach to the development of relevant knowledge and to building the ability to teach in this area. This course extends and develops understandings and skills gained in EDGDS6021 Psychology Curriculum 1.