



School of Education

EDST5151 Child Development:
Psychological & Social Perspectives

Term 1, 2019

1. LOCATION

Faculty of Arts and Social Sciences

School of Education

EDST5151: Child Development: Psychological and Social Perspectives (6 UOC)

Term 1, 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tracy Durksen

Office Location: John Goodsell 131

Email: tracy.durksen@unsw.edu.au

Assessment 1 (Case Study). Additional scaffolding for Assessment 1 has been allocated in the course structure. Given the increase in face

6. COURSE CONTENT AND STRUCTURE

Week (Date)	Session Topic	Textbook Pre-readings* <i>*see our Moodle course page for additional required and recommended readings</i>	Task Reminders
1 (20 Feb)	Introduction to Educational Psychology and Child Development	Chapter 1	4321 Post on Moodle By Tuesday 26 Feb @5pm
2 (27 Feb)	Culture and Community	Chapter 2	4321 Post on Moodle by Tuesday 5 March @5pm
3 (6 March)	Physical and Cognitive Development	Chapter 3 (to page 93)	4321 Post on Moodle by Tuesday 12 March @5pm
4 (13 March)	Language and Social Development	Chapter 3 (page 94-106)	4321 Post on Moodle by Tuesday 19 March @5pm
5 (20 March)	Emotional and Moral Development	Chapter 4	4321 Post on Moodle by Tuesday 26 March @5pm
6 (27 March)	Personal Development and Individual Differences	Chapters 5 and 9	4321 Post on Moodle by Tuesday 2 April @5pm <i>Case Study due Friday 29 March @ 5pm</i>
7 (3 April)	Cognitive Processes	Chapters 7 and 8	4321 Post on Moodle by Tuesday 9 April @5pm
8 (10 April)	Student Motivation and Engagement	Chapter 10	4321 Post on Moodle by Tuesday 30 April @5pm
17 April: No lecture			
24 April: No lecture			
9 (1 May)			

2. A 10-minute mini-lesson

You will teach your mini-lesson to your peers during one of our sessions on an assigned date. Your mini-lesson will be video-recorded as evidence of meeting the requirement.

Your mini-lesson will be assessed according to the attached criteria (feedback form), and will be graded as Satisfactory or Unsatisfactory.

Note: Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. If a student is assessed as unsatisfactory in microteaching s/he will not be permitted to undertake Professional Experience until the key concerns have been resolved.

3. Peer Feedback

You will provide written feedback (using the attached feedback form) on **at least two** mini-lessons taught by your peers. You must:

- discuss your feedback with each peer
- provide a copy of the written feedback to each peer
- upload a copy of the written feedback to our Moodle course page

Recommendations for success:

- Start planning now!
- Ask your English or Mathematics instructor for help
- Read widely on effective classroom strategies
- Practise aspects of their mini-lesson with a small group of peers prior to presenting in class

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5151: Child Development: Psychological and Social Perspectives (Primary)**

Student Name:

Student No.:

Assessment Task: Case Study Report

SPECIFIC CRITERIA	(-) ➔ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • demonstrates knowledge, respect, and understanding of the differing social, ethnic, cultural and/or religious backgrounds of students and how these factors may affect learning • identifies the relevant theoretical frameworks and understandings of the phenomena described in each case study • identifies the key individual and developmental influences on student learning 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • expresses a deep understanding of the theoretical and practical implications of each case study • critically considers the limitations of the possible solutions to the problem presented in each case study 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • references specifically to material, research, and ideas presented in the course • integrates a range of research and professional literature to support the application of particular strategies (distinct from required course readings) 					
Structure and organisation of response <ul style="list-style-type: none"> • organises with clarity and coherence • applies 					

