School of Education

EDST1101

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Gain an understanding of the concepts, principles and perspectives of Educational Psychology	1a, 2, 3
2	Gain knowledge about the structure and workings of human memory	1a, 2, 3
3	Gain an understanding of how knowledge is constructed and its relation with memory	1a, 2, 3
4	Gain knowledge of the implications of the human memory system for teaching and instructional design.	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

EDST1101 places a large emphasis on the role played by memory processes in effective learning and teaching. It emphasises the importance of active learning. The teaching in this course is based on an active learning philosophy.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	17 September 1.1 Introduction and organization of the course. What is educational psychology (cognitive approach)? 1.2 Modal model and sensory memory Readings: Chapters 1, 2; see Moodle	Tutorial 1 Organisation of tutorial presentations Course requirements, expectations, assessments
2	24 September 2.1 Perception 2.2 Attention Readings: Chapter 2	Tutorial 2 Modal model, sensory memory 1) Provide an overview of the modal model, 2) Visual and auditory registers 3) Describe and discuss Sperling's (1960) experiment
3	1 October 3.1 Working memory 3.2 Working memory and its instructional implications Readings: Chapter 2; see Moodle	Tutorial 3 Perception and attention 1) Discuss the role of knowledge & context in perception 2) Discuss differences between automatic and controlled processes 3) Divided attention and multi-tasking
4	8 October 4.1 Long-term memory 4.2 Schema Theory Readings: Chapter 3; see Moodle	Tutorial 4 Working memory 1) Describe working memory structure 2) Describe working memory characteristics 3) Discuss instructional implications of working memory limitations
5	15 October 5.1 Instructional implications of long-term memory. Schema acquisition and development (Piaget's general theory of cognitive development) 5.2 Piaget's theory of stages of cognitive development Readings, see Moodle	Tutorial 5 Long-term memory and schemas 1) Describe different form of knowledge (declarative and procedural; semantic and episodic) 2) Provide examples of schemas in your area of teaching/interest 3) Discuss implications of long-term memory and schema theory for learning and teaching

22 October

6.1 Cognitive load theory

6   6.2 Cognitive theory of multimedia learning

7. RESOURCES

Textbook details

R.H. Bruning, G.J. Schraw & M.M. Norby (2011) *Cognitive Psychology and Instruction (5th Ed).* New York: Pearson.
Available from UNSW bookshop.
A copy of this book is also available in the Library for 2-hour loan (High Use Collection, Main Library, HUC 370.152/233 AM)

Additional readings

R.E. MR.E3C q4 9.

Assessment Details

Task 1 Tutorial Presentation

a) 7-8 min/per student presentation on a particular topic, which will be assigned in the first tutorial (see Section 6 above for details of the tutorial topics). The presentations should be focused on implications for teaching. The use of ICT (PowerPoint etc.) is encouraged.
b) Around 250-word summary of the presentation (an abstract) should be provided via Moodle (Turnitin for the presentations) prior to the talk.

(Presentations are mandatory. Once tutorial presentation week and topic has been allocated, no changing of topic or week of presentation is permissible. A tutorial presentation cannot be delayed to another week. Any student who has failed to present at the specified tutorial time will have to arrange an alternative time with the tutor at the end of session (medical or other supporting documentation will be required)

Task 2 Essay (1,500 words)

SELECT two of the topics below

- Working memory
- Encoding
- Schema theory
- Cognitive development
- Cognitive load theory

For each of the two topics selected
a) Discuss the main implications for teaching and learning
b) Using your own detailed example(s), explain how an understanding of this topic can positively influence instruction in a classroom.

Task 3 Class Test

Student Name: Student No.:

Assessment Task: **Tutorial Presentation**

SPECIFIC CRITERIA	(-) ——————————➤ (+)

Understanding of the question or issue and the key concepts involved

- understanding of the topic and its relationship to relevant areas of the course
- clarity and accuracy in use of key terms and concepts

suiy5oncepts

UNSW SCHOOL OF EDUCATION