UniSC

C O U R S E   O U T L I N E

EDU101 **Human Development and Learning**

School: School of Education and Tertiary Access

2026	Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Fraser Coast
UniSC Adelaide

BLENDED LEARNING Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

In this course you explore a range of ways children develop and learn. This in turn develops your understanding of the human growth process in relation to the diverse learning styles and needs of children from birth through to young adulthood. Importantly, you will explore the theories that inform what we know about development and learning and how such theories and research inform teaching and learning. There is a strong focus in this course on understanding learning within the contexts of rapidly changing environments.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Prerecorded videos and associated activities done independently to introduce main concepts each week.	1.8hrs	Week 1	10 times
Tutorial/Workshop 1 – You are required to engage with a one hour tutorial/workshop to review and consolidate content in the Webinar via the Learning Materials	2hrs	Week 1	10 times
ONLINE			
Learning materials – Prerecorded videos and associated activities done independently to introduce main concepts each week.	1.8hrs	Week 1	10 times
Tutorial/Workshop 1 – You are required to engage with a one hour tutorial/workshop to review and consolidate content in the Webinar via the Learning Materials	2hrs	Week 1	10 times

1.3. Course Topics

- Introduction to Course: What is Learning?
- Learning – Product or Process? Linking Development to Learning.
- The Links Between Development and Learning
  - The difference in the process of knowledge acquisition in the brain of a novice vs the brain of an expert, including mental models and schemas
- Understanding Brain Development, including brain development from early childhood through to young adult, the features of biologically primary and secondary knowledge acquisition, executive function,
- Identification of common neuromyths
- Learning, Thinking and Intelligence
- Language Development and Learning
- Memory and Learning, including working and long-term memory, cognitive overload and its causes
- Motivation and Learning
- Inclusive Learning
- Sociocultural Factors of Learning
- Nurturing Learning, and the role of the teaching in supporting learning

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Demonstrate knowledge of the biological, social, cultural and historical contexts that shape theories about human development and early learning.	Knowledgeable	1, 1.1, 1.2, 1.3
2 Evaluate the major debates that have helped shape conceptions of developmental theories of learning. Draw on relevant literature and field based examples to devise sound arguments for developing practices in engaging with learners.	Engaged	1, 1.1, 1.2, 1.3
3 Draw upon Course topics to reflect upon the implications for learner development on future professional practice	Empowered	1, 1.1, 1.2, 1.3
4 Draw upon Course topics to consider elements of classroom practice for a range of diverse learners.	Creative and critical thinker	1, 1.1, 1.2, 1.3, 1.4, 3.5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

CODE	COMPETENCY
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED010, ED011, ED101, ED102,AE301, AE302, AE304,BE301, ED301, ED303, ED304, ED315, SE301, SE303, ED601 or UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback is provided in week 3 during a practice quiz as part of the scaffolding for the final quiz.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Group	25%	30min	Refer to Format	In Class
All	2	Quiz/zes	Individual	35%	30 min	Week 10	In Class
All	3	Written Piece	Individual	40%	1800 words total	Week 10	Online Submission

All - Assessment Task 1: Seminar Presentation

GOAL:	The goal of this task is for you to develop your research skills through the examination of research studies and relevant literature related to various concepts and/or theories of learning and present your findings collaboratively to your peers in an engaging and participatory fashion.
PRODUCT:	Oral
FORMAT:	Submit: Weeks 5-9 (negotiated with tutor in week 1). You are required to research various theories about human development that have been discussed in classes. You should consider and investigate the major debates that have helped shape our understandings of the development of learning. You are then required to present your findings to your peers in a 30 minute interactive and engaging tutorial presentation. Your presentation should be a synopsis of your research and evaluations of the literature related to this field and include a reflection on your thinking about this field of study. You will need to hand in a one page outline of your topic to the tutor on the day of your presentation.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning	1 2
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts	1 2
	3	Evaluation of major debates that have helped shape conceptions of developmental theories of learning	1 2
	4	Reflection on one's thinking and insights into this field of study	3 4
	5	Written communication skills, Oral communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	1

GENERIC SKILLS:	

All - Assessment Task 2: Quiz

GOAL:	The goal of this task is to draw together your understanding of the Course topics as the trimester progresses.
PRODUCT:	Quiz/zes
FORMAT:	You will complete a quiz in week 10 to determine your depth of understanding of key principals and theories related to human development and learning. This quiz will be scaffolded during tutorials throughout the semester which will provide you with immediate feedback to reflect on your current understanding of the Course topics which in turn may also be used to enhance the outcomes of subsequent quizzes and shape your final assessment item, the personal reflection.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of the biological, social, cultural and historical contexts that shape theories about human development and learning.	1
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts	1
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	1

GENERIC SKILLS:	

All - Assessment Task 3: Personal Reflection

GOAL:	The goal of this task is to demonstrate your emerging understanding of Course topics and your ability to apply these to your future teaching role.
PRODUCT:	Written Piece
FORMAT:	Over the trimester you have investigated many theories and understandings about how young children develop physically, socially and intellectually to become young adults. You are now required to consider this knowledge and understanding in terms of your future professional role as a teacher. You are to identify a particular age cohort - young children, primary school students, middle year students, teenagers or young adults. You are to submit a personal reflection that addresses the following: Given what I now know about learner development what does this mean in terms of: Communication strategies to support student learning for my chosen age group Strategies to support inclusive student participation and engagement in learning Organisation of the classroom and providing directions to the learners managing challenging behaviour.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students to verbal and nonverbal communication strategies	① ②
	2	Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to inclusive classroom strategies	① ② ③ ④
	3	Application of knowledge and understanding of physical, social and intellectual development and characteristics of students to managing challenging behaviour	① ② ③ ④
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	①

GENERIC SKILLS:	Communication, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1	Introduction to Course: What is Learning? Learning – Product or Process? Linking Development to Learning.
Week 2	The Links Between Development and Learning
Week 3	Understanding Brain Development
Week 4	Learning, thinking and Intelligence
Week 5	Language Development and Learning
Week 6	Memory and Learning
Week 7	Motivation and Learning
Week 8	Inclusive Learning
Week 9	Sociocultural Factors of Learning
Week 10	Nurturing Learning

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Michael C. Nagel,Laura Scholes	2016	Understanding Development and Learning	1st	Oxford University Press, USA

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:
- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au