COURSE OUTLINE

EDU375 Teaching Senior Secondary Psychology

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED LEARNING

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

Please go to unisc.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 will develop knowledge and skills for implementing the Queensland Senior Secondary Psychology curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within Psychology.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – You are required to attend weekly tutorial/workshop activities on campus.	2hrs	Week 1	10 times

1.3. Course Topics

- Queensland Senior Science curricula
- Curriculum planning and alignment of content, pedagogy and assessment
- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)
- Teaching and learning strategies for engagement of diverse learners
- Teaching strategies that support acquisition of new knowledge (explicit teaching, scaffolding, modelling, worked examples)
- Teaching strategies that support application and utilisation of knowledge (rich investigative tasks, inquiry learning, independent problem solving)
- Ongoing formative (to determine prior knowledge/ misconceptions, evaluate progress and inform pedagogical planning) and summative assessment strategies, including moderation and reporting
- Assessment and reporting practices in senior sciences
- Designing psychology investigations
- Integrating resources including information and communication technologies (ICT) into senior science (psychology) curriculum
- Literacy and numeracy in senior science (psychology)
- Embedding Aboriginal and Torres Strait Islander histories, culture and knowledge in senior science curriculum

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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 understanding of Psychology content and content and senior Science curriculum knowledge in developing lesson plans, learning sequences and assessment.	Knowledgeable Engaged	2.1, 2.2, 2.3, 3.1, 3.2, 3.3
2 Apply pedagogical knowledge by implementing teaching strategies and learning activities that support the diversity of learners engaged in Senior Secondary Psychology	Knowledgeable Empowered	2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1
3 Develop and apply undertandings of assessment and reporting that monitor senior students' levels of achievement and progress in Senior Secondary Psychology.	Knowledgeable Empowered	5.1, 5.2, 5.3, 5.4, 5.5
4 Apply knowledge of planning, resourcing, teaching and managing to create learning experiences for students of Senior Secondary Science	Creative and critical thinker Engaged	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1
5 Employ effective language, structure and text to communicate curriculum strategies and ideas.	Knowledgeable	3.5

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

CODE	COMPETENCY
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/ carers and the purpose of keeping accurate and reliable records of student achievement

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 AE304 or SE303 and a Psychological Sciences Extended Minor)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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 built into the assessment tasks and tutorials. For example, in Week 2 you will work in groups to develop, practice and attain formative feedback skills similar to those assessed in Task 1.

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	Individual	25%	10 minutes	Refer to Format	In Class
All	2	Examination - not Centrally Scheduled	Individual	30%	60 minutes	Week 9	In Class
All	3	Portfolio	Individual	45%	1800 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Leading a class discussion

GOAL:	The goal of this task is to demonstrate your capacity to engage students in Psychology through the use of engaging stimuli, activity or demonstration, and develop a class discussion around this concept.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Submit: Week 4 or 5 per your tutor. You are taking the role of a teacher of senior students who is presenting a demonstration, activity or stimulus (real, modelled or virtual) and associated discussion linked to a key idea or key concept of the senior Psychology syllabus. The stimuli, activity or demonstration, and class discussion must be based on 2025 QCAA senior syllabus subject matter. The purpose of this stimulus is to develop your ability to facilitate a class discussion using Socratic questioning, to engage every student in the discussion, and to guide the discussion towards desired outcomes linked to your curriculum
CRITERIA:	**No.** — **Learning Outcome assessed** 1 — Application of knowledge of strategies for discussion that support the diversity of learners engaged in senior psychology — 2 2 — Demonstrated understanding of curriculum content and pedagogical approach of senior syllabus in developing lesson activities — 1 3 — Employs effective verbal and non-verbal communication skills — 5
GENERIC SKILLS:	Communication, Collaboration

All - Assessment Task 2: Examination

GOAL:	The goal of this task is to demonstrate your subject-specific curriculum and pedagogical content, knowledge and skills
PRODUCT:	Examination - not Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	You will complete a short answer quiz in week 9, to demonstrate your knowledge and understanding of topics from your tutorials including: • Psychology pedagogical and content knowledge for senior secondary classroom practice • Science inquiry learning, curriculum, planning and teaching strategies that engage senior students, and their application in your senior syllabus • Teaching strategies involving ICT, literacy and numeracy in your teaching area • Integration of 21st century skills in your teaching area • Purpose of formative assessment and feedback to students • Personal reflection on practice You will undertake the examination during your class time
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices. — 1
GENERIC SKILLS:	Communication, Organisation

All - Assessment Task 3: Inquiry Science Portfolio

GOAL:	The goal of this task is to demonstrate your understanding of science inquiry learning in the senior Psychology syllabus and how to integrate inquiry into student experiment/research design using a 21st century approach and skills.
PRODUCT:	Portfolio
AUTHORSHIP STATEMENT:	

FORMAT:	Prepare a portfolio of three 70-minute consecutive lessons and a 500-word rationale that identifies, describes and justifies inquiry learning in school science. The rationale should include • An overview of inquiry learning for Queensland science students • A explanation of a range of inquiry approaches to mandatory practicals and suggested practical and research activities from your QCAA senior syllabus that include 21st Century Skills • A brief analysis of what knowledge and skills students require for the QCAA Senior Psychology Student experiment or Research investigation. • A justification of your choice of resources, use of teaching strategies that support acquisition of new knowledge and application and utilisation of new knowledge, and how you will challenge all students Note: if enrolled in Teaching Senior Secondary Science 1, you must choose a different task type (SE or RI) for each course. The engaging 3-lesson sequence should include: • Appropriate application of an inquiry approach to a QCAA senior science student experiment or research investigation assessment • The first lesson must include how you will identify prior learning through a diagnostic task. Planning and sequencing content and tasks should become increasingly challenging and include opportunities for students to practise acquisition of new knowledge, as well as teaching strategies that support application and utilisation of knowledge for inquiry learning • You should include descriptions of diagnostic or formative assessment as appropriate, including an explanation and justification of the feedback process you will use with students throughout the lesson sequence • Use course readings, curriculum documents and Australian education policy documents to support your work.
CRITERIA:	
GENERIC SKILLS:	Communication, Organisation, Applying technologies

No.		Learning Outcome assessed
1	Demonstrated application of subject content knowledge and Senior Secondary Psychology curriculum knowledge in developing teaching and learning activities	1
2	Application of knowledge of teaching and learning strategies that support a diversity of learners, including literacy, numeracy, ICT and 21st-century skills as appropriate.	2
3	Applied knowledge of planning, resourcing, managing and assessing learning experiences for students of Senior Secondary Psychology.	3 4
4	Employment of effective language, structure and text to communicate curriculum knowledge, pedagogical strategies and ideas using academic literature and policy documents to justify decisions. strategies and ideas	5

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.

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

> There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

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

Eligibility for Supplementary Assessment 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. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central