

EDU375 Teaching Senior Secondary Psychology

School: School of Education and Tertiary Access

2022 | Semester 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 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 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	10 times
Tutorial/Workshop 1 – You are required to attend weekly tutorial/workshop activities on campus.	2hrs	Week 1	10 times
Independent Study/Research – In addition to engaging with the learning materials and workshop sessions and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases and the required/recommended textbooks and resources.	2hrs	Week 1	10 times

1.3. Course Topics

The Queensland Senior Science (Psychology) Syllabus

Curriculum planning and alignment of content, pedagogy and assessment

Teaching and learning strategies for engagement of diverse learners

Assessment and reporting practices in senior sciences

Designing psychology investigations safety and risk assessment

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 (psychology) 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	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Demonstrate understanding of Psychology content and knowledge of the senior syllabus in developing lesson plans, learning sequences and assessment.	Knowledgeable Engaged	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2
2 Demonstrate pedagogical knowledge by implementing teaching strategies and learning activities that support the diversity of learners engaged in Psychology.	Knowledgeable Empowered	2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.5
3 Apply knowledge of the principles of assessment and reporting that monitor senior students' levels of achievement and progress in Psychology.	Knowledgeable Empowered	2.3, 5.1, 5.2, 5.3, 5.4, 5.5

* 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.

CODE	COMPETENCY
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.
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
4.5	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

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	2a	Examination - not Centrally Scheduled	Individual	20%	30 minutes	Week 9	In Class
All	2b	Activity Participation	Individual	10%	Tutorial participation (progressive)	Throughout teaching period (refer to Format)	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, to develop a class discussion.		
PRODUCT:	Oral		
FORMAT:	Submit: Week 4 or 5 as arranged with 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 2019 QCAA senior syllabus subject matter. The purpose of this 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	Knowledge of integrating Aboriginal and Torres Strait Islander histories and cultures to engage a diversity of learners	2
	2	Evaluation of context-based approaches for learning and engagement	1
	3	Employ effective language, structure and text to communicate curriculum strategies and ideas	2
GENERIC SKILLS:	Communication		

All - Assessment Task 2a: 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		
FORMAT:	<p>The Teaching Area Quiz</p> <p>The 30 minute quiz in Week 9 will provide you with the opportunity to demonstrate your knowledge and understanding of topics from your tutorials including:</p> <p>Psychology pedagogical and content knowledge for senior secondary classroom practice</p> <p>Science inquiry learning, curriculum, planning and teaching strategies that engage senior students, and their application in your senior syllabus</p> <ul style="list-style-type: none">• Teaching strategies involving ICT, literacy and numeracy in your teaching area• Integration of 21st century skills in your teaching area <p>You will undertake the examination during your class time</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	1 2 3
GENERIC SKILLS:	Communication, Organisation		

All - Assessment Task 2b: Senior Subject Activities

GOAL:	The goal of this task is to demonstrate your subject-specific curriculum and pedagogical content knowledge and skills.		
PRODUCT:	Activity Participation		
FORMAT:	You will demonstrate your subject-specific knowledge and skills through your active participation in tutorial practical activities.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and skills for senior secondary curriculum, teaching and assessment	2
GENERIC SKILLS:	Communication, Collaboration, Applying technologies		

All - Assessment Task 3: Curriculum, pedagogy and assessment 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																
FORMAT:	Prepare a portfolio that identifies, describes and justifies inquiry learning in school science that includes: <ul style="list-style-type: none"> • an overview of inquiry learning for Queensland science students • 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. • an original, engaging three lesson sequence that demonstrates appropriate application of an inquiry approach to a QCAA senior science student experiment or research investigation assessment • A justification of your choice of resources, teaching strategies, and how you will challenge all students • A description of diagnostic or formative as appropriate, including an explanation and justification of the feedback process you will use with students throughout the lesson sequence. 																
CRITERIA:	<table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Application of subject content knowledge and Senior Secondary Psychology curriculum knowledge in developing teaching and learning activities</td><td>1</td></tr> <tr> <td>2</td><td>Application of knowledge of teaching and learning strategies that support a diversity of learners.</td><td>2</td></tr> <tr> <td>3</td><td>Planning, resourcing and managing learning experiences for students of Senior Secondary Psychology.</td><td>3</td></tr> <tr> <td>4</td><td>Employment of effective language, structure and text to communicate curriculum strategies and ideas</td><td>2</td></tr> </tbody> </table>	No.		Learning Outcome assessed	1	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.	2	3	Planning, resourcing and managing learning experiences for students of Senior Secondary Psychology.	3	4	Employment of effective language, structure and text to communicate curriculum strategies and ideas	2	
No.		Learning Outcome assessed															
1	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.	2															
3	Planning, resourcing and managing learning experiences for students of Senior Secondary Psychology.	3															
4	Employment of effective language, structure and text to communicate curriculum strategies and ideas	2															
GENERIC SKILLS:	Organisation, 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.

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:

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 submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) 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](tel:0754301226) 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