

# EDU420 The Psychology of Learning

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast UniSC Moreton Bay	<b>BLENDED LEARNING</b>	Most of your course is on campus but you may be able to do some components of this course online.
Online	<b>ONLINE</b>	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://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 explore a range of ways in which people learn. You also examine your own learning, the learning of your school-based colleagues and the students they teach. You will focus on the diversity of learners' language and socio-cultural realities as well as your diverse abilities and interests. Importantly, you consider the theories that inform what is known about student learning. There is a strong focus in this course on understanding learning within the contexts of rapidly changing environments and through focusing on your experiences as a pre-service teacher.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Pre-recorded videos and associated activities to introduce main concepts each week.	1.8hrs	Week 1	10 times
<b>Tutorial/Workshop 1</b> – You are required to engage with a weekly on-campus workshop to further consolidate the activities in the Learning Materials using associated activities and required/recommended course reading materials using the required text.	2hrs	Week 1	10 times
<b>ONLINE</b>			
<b>Tutorial/Workshop 1</b> – You are required to engage with a weekly online workshop to further consolidate the activities in the Learning Materials using associated activities and required/recommended course reading materials using the required text.	2hrs	Week 1	10 times
<b>Learning materials</b> – Pre-recorded videos and associated activities to introduce main concepts each week.	1.8hrs	Week 1	10 times

### 1.3. Course Topics

- Introduction to Course: What is Learning?
- Linking Brain Development and Theories of Learning
- Cognition and Learning
- Emotions (Affect) and Learning
- Behavioural and Cognitive Perspectives
- Humanist and Social Perspectives
- Thinking and Learning
- Intelligence and Motivation
- Engagement and Frameworks for Learning
- Different Learners – Inclusivity and Learning

## 2. What level is this course?

400 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 Analyse some of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning.	Knowledgeable	1
2 Evaluate the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.	Engaged	1, 1.1
3 Evaluate literature related to the field of educational psychology within learning contexts.	Engaged	1, 1.1, 1.2
4 Reflect on your own experiences of learning and analyse the contexts in which such learning occurred	Creative and critical thinker	1, 1.2
5 Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions.	Knowledgeable	3.5

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn

**CODE    COMPETENCY**

- 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.
- 1.2    Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 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 AE304, SE303 or ED315

### 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 will be provided through the initial quizzes starting in week 3.

### 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%	30 mins	Throughout teaching period (refer to Format)	In Class
All	2	Quiz/zes	Individual	35%	30 mins	Throughout teaching period (refer to Format)	In Class
All	3	Essay	Individual	40%	1800 words	Week 10	In Class

### All - Assessment Task 1: Tutorial Presentation

<b>GOAL:</b>	The goal of this task is for you to develop your knowledge and research skills through the examination of research studies and relevant literature related to various concepts and/or theories of learning and present your findings to your peers.	
<b>PRODUCT:</b>	Oral	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Research, analyse and present various theories of learning in a group presentation that develop audience engagement. Develop a properly referenced summary and a PowerPoint presentation to accompany the presentation. Although this is a group task you will be assessed individually on your performance. Submit: weeks 4-10.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning. 1 2 3 4 5
	2	Knowledge of learning theories. 1 2 3
	3	Use of literature related to the field of educational psychology. 3
	4	Oral communication skills. 5
	5	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions. 5
<b>GENERIC SKILLS:</b>		

### All - Assessment Task 2: Regular Quiz

<b>GOAL:</b>	The goal of this task is to draw together your understanding of the Course topics as the trimester progresses.	
<b>PRODUCT:</b>	Quiz/zes	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You will undertake regular hard copy quizzes in short answer and multi choice format (from weeks 3-10) in order to determine your depth of understanding of key principles and theories related to human development and learning. After you complete each quiz and review your result, you will reflect on your current understanding of the Course topics which, in turn, may be used to enhance the outcomes of subsequent quizzes and shape your final assessment item, the personal reflection. Weeks 3,5,7,9,10.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of the social, cultural and historical contexts that shape the development of learning theories and contemporary understandings of learning. 1 2 3
	2	Evaluation of literature related to the field of developmental theories and learning within educational contexts. 3
	3	Written communication skills and academic literacies including English expression, grammar, spelling and punctuation. 4 5
<b>GENERIC SKILLS:</b>		

### All - Assessment Task 3: Reflective Essay

<b>GOAL:</b>	The goal of this task is to reflect on what you have learned and draw together your understanding of the Course topics in a reflective essay.															
<b>PRODUCT:</b>	Essay															
<b>AUTHORSHIP STATEMENT:</b>																
<b>FORMAT:</b>	Research and analyse learning theories and the social, historical and cultural contexts that have shaped the major developments and debates in the field. There is no set number of theorists, nor specific theories you must discuss and you should negotiate this with your tutor. Use relevant literature, including course readings, to evidence your reflection on your learning and your understanding of such theories in the context of your experiences as a pre-service teacher. Write 1800 words adhering strictly to the APA guidelines.															
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning.</td><td>1</td></tr><tr><td>2</td><td>Evaluation of the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.</td><td>2</td></tr><tr><td>3</td><td>Knowledge of educational psychology.</td><td>3</td></tr><tr><td>4</td><td>Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.</td><td>5</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning.	1	2	Evaluation of the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.	2	3	Knowledge of educational psychology.	3	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.	5
No.		Learning Outcome assessed														
1	Analysis of the social, cultural and historical and contexts that shape the development of learning theories and contemporary understandings of learning.	1														
2	Evaluation of the major debates that have helped shape conceptions of learning and a range of theories that have subsequently emerged.	2														
3	Knowledge of educational psychology.	3														
4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.	5														
<b>GENERIC SKILLS:</b>																

## 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	A. O'donnell	0	Educational Psychology, 3rd Edition Hybrid	3rd Australian Edition.	n/a

### 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

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](#)