



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.  
Please consult the web for updates that may occur during the year.

<b>Description: Human Development and Learning</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FOE	2001	75003	1, 2008	ONC	1.00	Springfield

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Linda De George-Walker  
Moderator: Patrick O'Brien

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)  
Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

### RATIONALE

Understanding of the learner underpins informed professional decision-making by educators, whether they are teaching young children, primary school students, adolescents or adults. Theories of development and learning offer insights into the behaviour and progress of learners, and provide a range of lenses or frameworks for analysing learning and development processes. An understanding of the influence of the contexts within which the learner develops enables teachers to make pedagogic decisions suited to varied circumstances.

### SYNOPSIS

This course provides a comprehensive introduction to the study of the human life span. Through this course pre-service teachers are introduced to basic theoretical concepts and developmental issues connected to research evidence and applied examples in varied educational settings. While the course will consider development and learning through the lifespan, emphasis will be placed on the key age groups with whom professional educators will work. The influence of context, including not only formal teaching-learning settings but also family, peer group and community environments, will be explored in relation to effective educational practice. Intending students should be aware that they will require access to electronic resources including email and the Internet.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate knowledge and understanding of major development and learning theories (Assignment, Quizzes)
2. demonstrate knowledge and understanding of important concepts relating to the study of lifespan development (Assignment, Quizzes)
3. relate developmental and learning theories and concepts to effective teaching/educational practice (Assignment, Quizzes)
4. integrate and apply material from several topics to relate developmental and learning theories and concepts to 'real life' (Assignment)
5. demonstrate effective use of ICT in their academic work (Quizzes)
6. demonstrate knowledge, understanding, and application of correct communication skills including literacy, presentation and referencing protocols. (Assignment)
7. demonstrate competence in information literacy skills, including critical and reflective thinking.

## TOPICS

	Description	Weighting (%)
1.	Overview of developmental and learning concepts and theories	17.00
2.	Prenatal development and birth	8.00
3.	Infancy development	8.00
4.	Development and learning in the preschool	17.00
5.	Development and learning in middle childhood	17.00
6.	Development and learning in adolescence	17.00
7.	Development and learning in adulthood	8.00
8.	Development and learning in old age	8.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Peterson, C 2004, *Looking forward through the lifespan: developmental psychology*, 4th edn, Prentice Hall, Frenchs Forest.

Welch, K 2004, *Development: journey of a lifetime*, Allyn & Bacon, Boston.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...  
<http://www.usq.edu.au/library/faculties/education/default.htm>

McInerney, D & McInerney, V 2006, *Educational psychology: constructing learning*, 4th edn, Prentice Hall, Frenchs Forest.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	29.00
Lectures	24.00
Private Study	100.00
Tutorials	12.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
QUIZZES	50.00	50.00	03 Mar 2008 (see note 1)
ASSIGNMENT	50.00	50.00	06 May 2008

### NOTES

1. Quizzes begin from week 2 of semester. Quizzes consist of 6 tasks with 5 of these 6 tasks required to be completed and submitted throughout the semester by the due dates as advised by the examiner. These tasks must be completed online via Study desk.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item as student must achieve at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.

- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination for this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations for this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 6 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 7 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 8 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use the APA 5th edition referencing system.

- 3      **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**  
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.
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