



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.

### Description: Learners and Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	3001	74973	1, 2008	WEB	1.00	Toowoomba

**Academic group:**

FOEDU

**Academic org:**

FOEDUC

**Student contribution band:**

National Priority Teaching

**ASCED code:**

070199

## STAFFING

Examiner: Janice Stenton

Moderator: Linda De George-Walker

## 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 the learner, learner differences and needs underpins informed professional decision-making by educators irrespective of the age, culture, community, or life stage of the learner. Theories of learning and development offer insights into the behaviour and progress of individual learners, and provide a range of frameworks for analysing learning and development processes. Coupled with an understanding of how learning occurs and the relationship between physical and cognitive development, as well as understanding similarities and differences between learners, and the influence of the context within which the learner develops enables educators to make pedagogical decisions relevant to the teaching and learning environment.

## SYNOPSIS

This course provides an introduction to the key concepts related to the understanding of learners and learning. The course focuses on several views of learning including behavioural, social cognitive, and constructivist theories and how the key understandings drawn from these theories can be applied in teaching and learning environments. Through this course pre-service educators are introduced to basic concepts and developmental issues connected to research and to the skills and strategies of observation necessary to apply these to an educational setting. The influence of the similarities and differences in both learners and learning environments will be explored in relation to effective educational practice. The course provides for a nominal 10 days of professional attachment to an identified school. During this period of attachment students will be immersed in

the day to day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course.

## 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 of social cognitive and constructivist views of learning and behavioural views of learning and developmental concepts (Assignment 1 and 2, Professional attachment)
2. demonstrate an awareness of the influence of individual difference and ecology on learning and development (Assignment 1 and 2, Professional attachment)
3. systematically observe to develop an understanding of individual learners (Assignment 2 and Professional attachment)
4. relate relevant theories to effective teaching practice (Assignment 2 and Professional attachment)
5. demonstrate effective use of ICT in their academic work (Assignment 2)
6. demonstrate the application of the principles of quality teaching for diversity in specific contexts (Assignment 2, Professional attachment)
7. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies (Assignment 2, Professional attachment)
8. apply an understanding of learners and learning while in the professional attachment (Professional attachment)
9. articulate an example of how the key concepts encountered in this course can be applied in an educational setting (Assignment 2)
10. demonstrate knowledge, understanding and application of correct communication skills including literacy oral and written, presentation and referencing protocols (Assignment 1 and 2).

## TOPICS

	Description	Weighting (%)
1.	Physical and cognitive development	10.00
2.	Personal, social and moral development	10.00
3.	Learner differences and learner needs	10.00
4.	Culture and community	10.00
5.	Behavioural views of learning	10.00
6.	Cognitive views of learning	10.00
7.	Social cognitive and constructivist views of learning	10.00
8.	Motivation in learning and teaching	10.00
9.	Creating learning environments	10.00
10.	Assessment	10.00

## 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).

Woolfolk, A, & Margetts, K 2007, *Educational Psychology*, Pearson Education Australia, Frenchs Forest, NSW.

## 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>

Eggen, P, & Kauchak, D 2007, *Educational psychology: windows on Classrooms*, 7th edn, Pearson Education, Upper Saddle River, NJ.

McInerney, D & McInerney V 2006, *Educational psychology: constructing learning*, 4th edn, Pearson Education, Frenchs Forest, NSW.

Woolfolk, A 2007, *Educational Psychology*, Pearson, Boston, MA.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Private Study	85.00
Residential Schools	20.00
Workshops	30.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL ATTACHMENT	50.00	50.00	03 Mar 2008 (see note 1)
ASSIGNMENT 1	25.00	25.00	06 Jun 2008
ASSIGNMENT 2	25.00	25.00	06 Jun 2008

### NOTES

1. Professional Attachment due end of Semester, date to be advised.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the student's responsibility to attend and participate appropriately in the residential school and other scheduled learning activities (such as on-campus workshops and web-based activities) scheduled for them. Students must complete 10 days of professional attachment at an identified school site.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 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 and must satisfactorily complete the sector-based professional experience and the combined academic component/s.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
As there are no examinations in this course, there will be no Deferred or Supplementary examinations.
- 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 dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required 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 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.

- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet a limited number of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up).
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded: IDM (Incomplete Deferred Make-up).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All students must successfully pass the professional attachment as well as the academic component to successfully complete the course.
- 10 All assessment items will receive a mark.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 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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