



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	86819	1, 2009	ONC	1.00	Toowoomba

Academic group:

FOEDU

Academic org:

FOEDUC

Student contribution band:

National Priority Teaching

ASCED code:

070199

STAFFING

Examiner: Jean Healey

Moderator: Linda De George-Walker

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. Understandings of how learning occurs, of the relationship between physical and cognitive development, of similarities and differences between learners, and of the influence of the context within which the learner develops enable 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. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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)
2. demonstrate an awareness of the influence of individual difference and ecology on learning and development (Assignment 1 and 2)
3. relate relevant theories to effective teaching practice (Assignment 1 and 2)
4. demonstrate the application of the principles of quality teaching for diversity in specific contexts (Assignment 1 and 2)
5. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies (Assignment 1 and 2)
6. articulate examples of how the key concepts encountered in this course can be applied in an educational setting (Assignment 1 and 2)
7. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing.(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.	Complex cognitive processes	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).

Snowman, J., Dobozy, E., Scevak, J., Bryer, F., Bartlett, B., & Biehler, R. 2009, *Psychology Applied to Teaching*, 1st edn, John Wiley & Sons. Milton.

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

Woolfolk, A & Margetts, K 2007, *Educational Psychology*, 10th edn, Pearson Education Australia, Frenchs Forest, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	20.00
Private Study	60.00
Residential Schools	10.00
Tutorials	10.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	25.00	50.00	02 Mar 2009 (see note 1)
ASSIGNMENT 2	25.00	50.00	12 Jun 2009

NOTES

1. Two question responses and weekly tutorial participation required throughout the semester - commencing from the first week of semester.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities 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. It is the student's responsibility to attend and participate appropriately in the residential school.
- 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.
- 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>

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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