This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit Name</strong></th>
<th>Educational Psychology: Teaching for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>ES403</td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td>Graduate Diploma of Education (Primary)</td>
</tr>
<tr>
<td><strong>Core/Elective</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>Pre/co-requisites</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Mode</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Weighting</strong></td>
<td>10 credit points</td>
</tr>
<tr>
<td><strong>Delivery/Contact hrs</strong></td>
<td>Class contact 33 hours</td>
</tr>
<tr>
<td><strong>Teaching Staff</strong></td>
<td>To be appointed</td>
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<tr>
<td><strong>Unit Rationale</strong></td>
<td>Preservice teachers hold a variety of experiences and perceptions about the teacher, the learner and teaching for learning. For graduate entry students, who have already successfully completed university studies, these perceptions can be quite rigid and are often narrow in scope. This unit seeks to both challenge these assumptions and develop broader conceptions and understandings about teaching and learning by introducing preservice teachers to a wide variety of theoretical perspectives and practical strategies that stem from education psychology. In doing so, the unit is focused on praxis, drawing upon a range of theories in identifying quality teaching practice for engaging school students in flexible and challenging learning experiences. Throughout this unit preservice teachers will be required to investigate these theoretical ideas from a number of conflicting theorists and perspectives, comparing and contrasting the teaching and learning practices. In doing so, preservice teachers will become familiar with teaching practices that: vary from teacher-centred to student-centred learning approaches; engage learners across a range of domains, preferences and modalities; and provide learners with intellectual and social challenges.</td>
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**Learning Outcomes:**

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Understood the foundational concepts of educational psychology and their significance to quality teaching and learning.
2. Explored, analysed and critiqued theories about a range of pedagogies for learning.
3. Defined and analysed the core components of motivation and management in classroom contexts.
4. Applied pedagogical theories and models in a range of teaching and learning contexts.
5. Reflected from a distinctively Christian perspective on a range of pedagogical models for learning and management.
6. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Professional Standards for Queensland Teachers:

The learning opportunities provided in this unit contribute to the development of the following Professional Standards for Queensland Teachers:

5. Assess and report constructively on student learning.
9. Contribute effectively to professional teams.

Successful completion of this unit will provide significant evidence about the following Professional Standards for Queensland Teachers:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
7. Create and maintain safe and supportive learning environments.
10. Commit to reflective practice and ongoing professional renewal.

Christian Teacher Practitioner Standards:

1.0 Committed to understanding and applying a distinctive yet wide-ranging Christian worldview in all aspects of their life, character, scholarship and profession.
4.0 Skilled professionals demonstrating a comprehensive knowledge base and higher order thinking that informs all aspects of their pedagogy, curriculum, professional relationships and practice.
6.0 Learner-focused and committed to developing contextually relevant, safe, supportive and stimulating learning environments that are inclusive, socially just, intellectually challenging and sensitive to socio-cultural imperatives.

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
</table>
| 1-3  | Introduction to educational psychology  
- behavioural, cognitive, developmental, social cognitive and constructivist perspectives |
| 4    | Conditions for learning  
- Dunn & Dunn's model of learning preferences  
- Cambourne's conditions of learning  
- Strategies for establishing an effective learning context |
| 5    | Domains of learning and thinking  
- Bloom's ‘Taxonomy of Educational Objectives’ revisited  
- de Bono’s parallel thinking  
- Strategies for engaging imagination and HOTS (higher order thinking skills) |
| 6    | Cognitively Challenging Learning  
- Vygotsky's zone of proximal development  
- Piaget's cognitive dissonance, assimilation and accommodation  
- Strategies for scaffolding intellectual risk-taking, creativity and problem-solving |
| 7    | Alternative perspectives on intelligence  
- IQ, EQ, & SQ  
- Gardner's multiple intelligences  
- Strategies for engaging a range of ‘smarts’ in the classroom |
| 8    | Social approaches to learning  
- Inquiry-based and problem-based learning  
- Strategies for developing collaboration and cooperation |
| 9 | **Motivation of learners**  
- Intrinsic and extrinsic motivation  
- Weiner's attribute theory  
- Strategies for encouraging positive attitudes to engaging in learning experiences |

| 10 | **Classroom management theories**  
- Canter's assertive discipline  
- Glasser's choice theory  
- Strategies for developing responsible thinking, cooperation, mutual respect, and shared decision-making |

| 11 | **Positive behaviour management**  
- Roger’s positive behaviour leadership  
- Dreikur’s mistaken goals  
- Strategies for recognising, addressing and redirecting off-task behaviour |

### Set Text Requirements:


### Recommended Readings:

### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>PSQT</th>
<th>CTPC</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
</table>
Prepare a research proposal designed to trial a specific teaching and learning strategy during professional experience.  
*Part B: Reflective Action Report*  
Report on the completion of the proposal, discussing the meaning of the findings and reflecting on future directions in professional development. | 1, 2, 4-6                  |      |      | Part A: Week 7 | Part A: 20% |
|                                                      |                                                                         |                            |      |      | Part B: Week 10| Part B: 40% |
| Classroom Management Concept Map (1000 words)       | Develop a concept map that outlines the scope of issues relevant to classroom management and identifies personal philosophical and practical values and beliefs. | 1, 3, 5, 6                 |      |      | Week 11        | 20%       |
| STEP Report (1000 words)                            | Prepare a report on a range of non-school teaching experiences; reflecting on the use of theories from educational psychology to support learning in these contexts. | 1, 4-6                    |      |      | Week 11        | 20%       |

### Unit Overview:

Throughout this unit preservice teachers will investigate theoretical ideas from educational psychology and consider their application to teaching and learning. In doing so, preservice teachers will become familiar with a variety of student-oriented teaching practices that focus on providing flexible, engaging and challenging learning opportunities.