

# TEAC 1011 EDUCATIONAL PSYCHOLOGY

**Credit Points** 10

**Legacy Code** 102636

**Coordinator** Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

**Description** This unit is designed to facilitate students to develop the dispositions and critical skills to create learning communities that are academically challenging, developmentally appropriate and culturally responsive. The unit highlights how the inherent qualities of a child and their environmental systems interact to influence how they grow, develop and learn. It develops students' knowledge of the ways in which children's development is embedded in context to inform their instructional strategies. It examines a body of classic and current theories, research and practice relating to the cognitive, physiological, and social/emotional needs of children and the relevance of these for classroom practice. Particular emphasis is given to developing responsive teaching practices which promote social and emotional wellbeing of children and are underpinned by high-quality relationships which extend to include the valuing of families and the wider community.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 1 subject

**Restrictions**

Students must be enrolled in the Bachelor of Education (Primary).

## Learning Outcomes

1. Apply an understanding of issues relating to children's physical, cognitive, emotional, moral and social development.
2. Analyse the major factors that influence students' motivation and engagement.
3. Assess instructional strategies designed to support students' learning and development.
4. Explain how children's development is influenced by ecological systems.
5. Develop an action plan underpinned by relevant theory and research to address the wellbeing and development needs of a child experiencing difficulties at school.
6. Present effectively, using oral and written forms.

## Subject Content

1 Development in context: Bronfenbrenner's bioecological systems theory

2.Children's development in context:

- cognitive development and information processing theories
- physical development
- social, emotional, and moral development

3 Learning in context: Theories of learning and their implications for teaching:

- Behaviourism

- cognitive Explanations of learning

- Humanism

4. Building a positive learning environment:

- motivation and engagement
- wellbeing and resilience
- Cybersafety

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Short Answer	1,000 words	20	N	Individual
2a Presentation	12 minutes and 8-10 slides	30	N	Group
2b Reflection	2 minutes	10	N	Individual
Final Exam	2 hours	40	N	Individual

Prescribed Texts

- Duchesne, S. McMaugh, A., & Mackenzie, E. (2021). Educational Psychology for Learning and Teaching (7th ed.). Cengage Learning Australia.

Teaching Periods

## Spring Bankstown Day

**Subject Contact** Erin Mackenzie ([https://directory.westernsydney.edu.au/search/name/Erin Mackenzie/](https://directory.westernsydney.edu.au/search/name/Erin%20Mackenzie/))

View timetable ([https://classregistration.westernsydney.edu.au/even/timetable/?subject\\_code=TEAC1011\\_22-SPR\\_BA\\_D#subjects](https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC1011_22-SPR_BA_D#subjects))