

TEAC 7161 EDUCATIONAL PSYCHOLOGY FOR LEARNING AND TEACHING

Credit Points 10

Coordinator Jose Hanham ([https://directory.westernsydney.edu.au/search/name/Jose Hanham/](https://directory.westernsydney.edu.au/search/name/Jose%20Hanham/))

Description This subject highlights the interacting contributions of biology and environment to the development of children and adolescents and explores how teachers' knowledge of this process must inform their pedagogy. Specifically, this subject examines classic and current theories and research evidence-base relating to the biological, cognitive, social, emotional, and moral development of children and adolescents and the implications of these for learning and classroom practice. It includes theoretical perspectives on the brain and learning including memory formation, retention and models of motivation, attention, and knowledge acquisition. This subject dispels common educational neuromyths and focuses on evidence-informed pedagogical practices that support learning, engagement, motivation, and wellbeing in culturally responsive classrooms. This subject is included in the Foundation Phase of the Master of Teaching program. This subject is included in the Foundation Phase of the Master of Teaching program.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7149 and TEAC 7004

Restrictions

Students must be enrolled in program 1781 Master of Teaching (Primary), 1714 Master of Teaching (Secondary), 1848 Master of Teaching (Secondary) STEM, 1651 Bachelor of Arts (Pathway to Teaching Primary), 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 4791 Bachelor of Health Science and Physical Education (Pathway to Teaching Secondary), 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary), 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary), 6021 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary) or 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary).

Students enrolled in 1652 Bachelor of Arts (Pathway to Teaching Secondary), 1823 Bachelor of Arts (Pathway to Teaching Secondary) Dean's Scholars, 2804 Bachelor of Business (Pathway to Teaching Secondary), 1843 Bachelor of Graphic Design (Pathway to Teaching Secondary), 3756 Bachelor of Science (Pathway to Teaching Primary/Secondary), 1822 Bachelor of Arts (Pathway to Teaching Primary) Dean's Scholars, 1651 Bachelor of Arts (Pathway to Teaching Primary) or 4791 Bachelor of Health Science and Physical Education (Pathway

to Teaching Secondary) must have successfully completed 160 credit points to enrol in this subject.

Students enrolled in 6019 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Primary), 6021 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Secondary) must have successfully completed 190 credit points (160 at Level 1 or higher) to enrol in this subject.

Students enrolled in 6013 Diploma in Design/Bachelor of Graphic Design (Pathway to Teaching Secondary) must have successfully completed 180 credit points (150 at Level 1 or higher) to enrol in this subject.

Learning Outcomes

After successful completion of this subject, students will be able to:

1. Apply an understanding of issues related to biological, cognitive, social, emotional, and moral development across childhood and adolescence.
2. Apply an understanding of cognitive processes to design effective pedagogical practices.
3. Assess the implications of key learning and motivational theories for teaching and learning.
4. Evaluate the developmental research evidence-base for a range of instructional strategies to determine appropriate use depending on educational context.
5. Appraise culturally responsive methods for promoting students' social and emotional wellbeing.

Subject Content

- Recognition of context in child and adolescent development
- Biological, cognitive, social, emotional, and moral development across childhood and adolescence
- Cognitive processes (learning, attention, memory, executive functions), neuromyths, and implications for teaching and learning
- Learning theories and evidence-based pedagogical practice
- Motivation theories and implications for teaching and learning
- Social and emotional wellbeing in culturally responsive classrooms

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.

Type	Length	Percent	Threshold	Individual/Group Task
Professional Task	1,500 words	30	N	Individual
Presentation	12-16 minutes	30	N	Group
Final Exam	1 hour	40	N	Individual

Prescribed Texts

- Duchesne, S., McMaugh, A., & Mackenzie, E. (2022). *Educational Psychology for Learning and Teaching*. Cengage.

Teaching Periods

Autumn (2024)

Bankstown City

On-site

Subject Contact Jose Hanham ([https://directory.westernsydney.edu.au/search/name/Jose Hanham/](https://directory.westernsydney.edu.au/search/name/Jose%20Hanham/))

View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7161_24-AUT_BK_1#subjects)

Penrith (Kingswood)

On-site

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Spring (2024)

Bankstown City

On-site

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Penrith (Kingswood)

On-site

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