

Subject Title:	Psychology Secondary Curriculum 2		
Subject Code:	EDU4PS2	Credit Points:	15
Teaching Period:	12 weeks	Mode:	Blended
Prerequisite:		Level:	4
Subject Description:			
<p>In this subject pre-service teachers are required to undertake a special project in order to investigate different approaches to teaching in the Psychology Discipline from both a practical and theoretical perspective. The subject is also designed to develop pre-service teacher understanding of contemporary theory, concepts and skills in Psychology as applied in the classroom context with a particular focus on cross-curriculum priorities. Theoretical concepts, pedagogical principles and state and national curriculum structures within Psychology are examined and applied in the design, implementation and evaluation of learning resources that are responsive to the needs of diverse learners.</p>			
Intended Learning Outcomes (ILOs) & Australian Professional Standards for Teachers (APST)			
Upon successful completion of this subject, you will be able to:		APST	
1	Generate and critically evaluate a Psychology curriculum program for senior students, which synthesises a variety of pedagogical approaches, assessment tasks, curriculum content; and resources, appropriate to these year levels.	2.1, 2.2, 2.3, 3.1, 3.2, 3.3,	
2	Critically analyse, plan and synthesise, and implement a range of Psychology learning and teaching activities and sequences for students (11-12), which involve a variety of pedagogical approaches and resources (including safe and ethical use of resources including ICT) appropriate to state and national curricula	2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.4	
3	Analyse the relationships between learning task design, learning expertise, higher order thinking, assessment, feedback and reporting strategies and evaluation in visual arts and design education, and apply to the development of your own teaching practice.	3.1, 5.1, 5.2, 5.5	
4	Critically analyse and articulate the relationship of assessment to intervention strategies, student learning and high stakes assessment, moderation and examination practices in Psychology Education, and interpret student assessment data to evaluate and modify student learning and teaching practice.	2.3, 5.1, 5.2, 5.3, 5.4	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Curriculum Evaluation and Curriculum Renewal.	2500	50	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 5.1, 6.1
2	Formative and Summative Assessment Collection: High stakes assessment for high stakes learning.	2300 equiv	50	2.3, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5,
Assessment Details (including Assessment Criteria)				
1	<p>Curriculum Evaluation and Curriculum Renewal.</p> <p>This assessment task is designed to allow pre-service teachers to showcase an analysis of the different approaches to teaching psychology by examining and evaluating an existing curriculum and learning documents. Through implementing authentic evaluation processes, as noted through research and literature in the area, pre-service will be developing a curriculum program, which is evidence-based that details a development of a series of resources and learning activities that focus on one of the areas of study in the Psychology curriculum. The two areas of focus for this assessment are:</p> <ul style="list-style-type: none"> Curriculum evaluation of existing curriculum material as resourced from schools, appropriate online resources, supporting material as available from state curriculum authorities. Curriculum renewal, in light of the evaluation of existing curriculum material, through the development of a unit of work focused on senior students over a nominated period of time, e.g.: Units 3 & 4 as noted in the VCAA study guides in the areas of Psychology. <p>The Curriculum Renewal – Body of work</p> <p>The program will be evidence-based and designed to address:</p> <ul style="list-style-type: none"> the assumptions underlying each approach about teaching and psychology Scope and sequence of learning A current issue or innovation in the teaching area or a particular context/scenario Nominated curriculum content represented in a learning and teaching sequence Differentiation of assessment for learning tasks to suit the needs of diverse learners Literacy/numeracy strategies in the teaching area Learning outcomes/indicators of learning The integration of assessment in learning and teaching tasks Nominated pedagogical strategies to support higher order learning Resources, including ICT Assessment protocols and focus areas. A proposal for curriculum evaluation as considered in research. <p>Assessment Criteria:</p> <ol style="list-style-type: none"> Coherent linking of curriculum evaluation and curriculum design to the development of content, teaching strategies, learning opportunities and assessment for learning. Level of engagement with theories of curriculum evaluation to examine existing curriculum in senior secondary study of Psychology education. Demonstrated understanding of synthesising evidence-based approaches in curriculum development and the relationship of assessment protocols, learning indicators, and teaching strategies to effective curriculum sequences. Capacity to examine the scope and sequence of learning 			
2	<p>Formative and Summative Assessment Collection: High stakes assessment for high stakes learning.</p> <p>This assessment task focuses Units 1 and 2 and/or 3 and 4 of the VCE Psychology Study Design on providing pre-service teachers with an opportunity to engage with examining and developing formative and summative</p>			

assessment sequences for senior secondary studies in Psychology. A variety of assessment strategies, including diagnostic, formative and summative, that reflect the assessment requirements specific to the curriculum area while catering to diverse learner strengths and needs.

- A rationale which accounts for the inclusion of content in relation to how the demand of each task supports the development of higher order thinking
- Learning outcomes/achievement standards
- Strategies for making consistent and comparable judgements, including marking guidelines/criteria, and moderation
- Ways in which data will be interpreted to modify teaching practices
- Strategies for providing feedback
- Source material as appropriate.

Assessment Criteria:

1. Level of understanding and engagement with formative and summative assessment strategies to optimise learning in the senior secondary visual arts and design curriculum.
2. Demonstrated understanding of how to cater for diverse learners' backgrounds and needs in designing high stakes assessment strategies.
3. Capacity to incorporate the importance of the assessment strategies designed in the rationale; the description of the assessments; marking guidelines and other appropriate material.
4. Level of engagement with research and theories of assessment in designing effective assessment approaches.
5. Demonstrated understanding of how to optimise assessment of student learning through developing strategies for providing feedback; modifying teaching practices through data interpretation; and linking learning outcomes to assessment design and teaching practices.

Learning Resources	
Required Texts	
1	Barron, B. J., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., & Bransford, J. D. (1998). Doing with understanding: Lessons from research on problem-and project-based learning. <i>Journal of the Learning Sciences</i> , 7(3-4), 271-311.
2	Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. <i>Educational psychologist</i> , 26(3-4), 369-398.
3	Curiosity and Powerful Learning DET AIZ: Online Psychology Curriculum http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf
4	Glassman and Hadad. <i>Approaches to Psychology</i> , (6th edition). McGraw-Hill/Open University Press.
5	Grabinger, S., Dunlap, J. C., & Duffield, J. A. (1997). Rich environments for active learning in action: problem-based learning. <i>Research in Learning Technology</i> , 5(2).
6	Hattie, J. (2011). Visible Learning: What's good for the goose... Victoria State Government: Online http://www.education.vic.gov.au/Documents/about/research/ravisiblelearning.pdf
7	Lindblom-Ylänne, S., Trigwell, K., Nevgi, A., & Ashwin, P. (2006). How approaches to teaching are affected by discipline and teaching context. <i>Studies in Higher education</i> , 31(03), 285-298.
8	Richardson, J. T. (2005). Students' approaches to learning and teachers' approaches to teaching in higher education. <i>Educational Psychology</i> , 25(6), 673-680.
9	Thomas, J. W. (2000). A review of research on project-based learning.
10	Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. <i>Higher education</i> , 37(1), 57-70.
Recommended Reading	
1	Doug. (2010). Teach like a Champion. Lemon. Jossey-Bass
2	Hattie. (2012). Visible Learning for Teachers. Routledge
3	Hopkins, Munro and Craig. (2011). Powerful Learning. ACER PRESS

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	Introduction	Introduction the subject, Australian and Victoria curriculum documents and teaching approaches. Action learning and praxis inquiry Psychology Curriculum
2	Differentiation	Differentiation: Inclusion of all students as a sustainable teaching practice Catering for individual learners - Inclusive theory/philosophy, definitions and legislation Models of differentiation Using Tomlinson's model of differentiation Using individual learning plans Resources and examples
3	Teaching approaches	Teaching approaches for psychology: The Biological approach The Behaviourist approach The Cognitive approach The Psychodynamic approach The Humanist approach Resources and example When and why would you use each approach?
4	Project based learning	Project based learning: What is project based learning? Approaches/models of project based learning Pedagogy: - Theories underpinning the practice Similarities and differences with other Inquiry approaches Project based learning in secondary schools - and linking to standards
5	Catering for Diversity	Catering for diverse student needs and abilities. The potential of the teaching approach to meet the student learning outcomes outlined in the curriculum.
6	Action based learning	Action based learning: what is it? Theoretical and historical origins Models of action based learning Where this is evident in the Psychology curriculum As a process Developing and implementing an action plan
7	Approaches to Assessment	Peer feedback: what is it? How to do it- models and approaches
8	Approaches to Assessment	VCE Study Design for Units 3 & 4
9	Approaches VCE	Reviewing past exams – what does this tell us?
10	Teaching Literacy and Numeracy	Differentiating the curriculum: Applying literacy/numeracy strategies to scaffold student learning Readings from Sprenger & Victorian Qualifications Authority
11	Teaching Literacy and Numeracy	Differentiating the curriculum: Applying literacy/numeracy strategies to scaffold student learning

		Readings from Sprenger & Victorian Qualifications Authority
12	Submission of Assessment Task	

Assessment	
Assessment Task No.	Description of task:
1	Curriculum Evaluation and Curriculum Renewal.
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
2.1, 2.2, 2.3, 2.5 2.6 3.1, 3.2, 3.3	<p>Taught - Content covered during intensive, online and module components of this subject</p> <p>Practiced – Content is practiced in intensive and online learning activities and while on the professional practice component related to this subject</p> <p>Assessed – Task 1 relates directly to standards 2.1, 2.2, 2.3, 2.5 2.6 3.1, 3.2, 3.3</p>
Assessment Task No	Description of task:
2	<p>Formative and Summative Assessment Collection: High stakes assessment for high stakes learning.</p> <p>Reflective report Provide, evidence of your meeting (or working towards meeting) selected AITSL Standards for graduate teachers relating to the discipline of psychology. Explain and justify the evidence provided using information from your own professional experience where relevant, study to date ICT/online resources and wider academic reading.</p>
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed
2.3, 5.1, 5.2, 5.3, 5.4	<p>Taught - The content is taught during the intensive class and the online modules as per the Learning Activities Overview</p> <p>Practiced – Content is practiced in intensive and online learning activities and while on the professional practice component related to this subject Material for the report is gathered from units already taught or planned to teach.</p> <p>Assessed – Task 2 relates directly to standards 2.3, 5.1, 5.2, 5.3, 5.4</p>