

Teaching period 1, 2016

EDU60017: Understanding Theories of Teaching, Learning & Development

Assessment 3: Case study response

Word limit: 2000 (+/- 10%)

Weighting : 40%

Due date : 9am AEST Monday 6 June 2016 (Week 12)

Assessment overview

This final assessment builds on Assessment 2, in which you began to consider the influence of developmental factors in teaching practice, by providing further opportunity for you to apply your knowledge of childhood development in a realistic classroom situation. By responding to a case study, you will demonstrate your understanding of the intellectual, physical, language, emotional, moral, social and psychological development of children, as well as your ability to identify learning and teaching approaches that cater to developmental needs.

This task is assessing your ability to demonstrate that you meet the criteria for the following unit learning outcomes:

4. Demonstrate and communicate knowledge and understanding of the intellectual, physical, language, emotional, moral, social and psychological development of children and young people in contemporary society and how these may affect learning.

Assessment details

You are required to respond to the following case study:

Robert, a 9-year-old boy, recently moved with his family to a new academically rigorous school. The school he now attends is an International School, which has a new curriculum following the International Baccalaureate program. Robert's mother and father are both school teachers there. He also has a younger sister who attends the school who is age 6.

During the first few weeks of the school year, Robert's classroom teacher said he was quiet and was not making an effort to seek friendships. At lunchtime he spent his time sitting watching the other Grade 4 boys play four-square but never joined in. He rarely contributed to classroom conversations and only spoke when asked to respond to questions.

An early term classroom report from his teacher noted that he was struggling with his writing and reading. His teacher was asking for more support from the learning resources unit to help him along with his writing. Robert was also having difficulty with mathematics - he was able to classify objects in to coherent categories using physical objects, but when it came to abstract reasoning, his confidence and skills were diminished.

During PE, it was noted that he had very good hand-eye co-ordination and significant running pace on the field. He has participated to a high standard, particularly in non-competitive sports. He has started co-curricular activities this term, including squash and drama. Next term, he has been encouraged to start a musical instrument and join in a team sport.

Your case study response should contain the following sections:

1. An introduction, which provides an overview of the material that follows.
2. A description of the different areas of development: cognitive, physical, language, emotional, moral, social and psychological development.
3. An explanation of how each of these areas is impacting on the learner in this case.
4. Examples of practical teaching strategies that will support the developmental needs of the learner, including an explanation of why these strategies have been selected.
5. A conclusion that summarises the key features of your response.

Any statements you make must be supported by relevant literature. All sources must be appropriately referenced using APA conventions, including in-text citations and a reference list (which is not included in the word count and must start on a separate page).

Preparing your case study response

You will prepare your case study response as a Microsoft Word document.

The learning materials in Module 3 (Weeks 8-11) have been specifically designed to provide the information you need to complete your case study response:

- **Week 8: Development theory** - introduces a number of key theories of development
- **Week 9: Development and teaching practice** - introduces further theories of development while beginning to consider the impact of development on teaching practice
- **Week 10: Applying development theory in classroom contexts** - describes practical approaches teachers can utilise to support developmental needs
- **Week 11: Development and long-term engagement** - provides further practical strategies,

focused around the concept of engagement.

The material across these weeks is based on a case study that is quite similar to the case study in this assessment. Engaging with this case, particularly through participating in the weekly activities, will give you practice in developing the skills required to respond to a case study.

If you have any questions relating to this assessment, please post them in the Assessment 3 Q&A forum in your group discussion area.

Submission details

This assessment will be submitted via Turnitin. See the Assessment 3 section of Blackboard for more detailed information.

Assessment criteria

1. Demonstrated understanding of intellectual, physical, language, emotional, moral, social and psychological development of children.
2. Identification of appropriate teaching strategies to support developmental needs.
3. Structure and written expression.

Your work will be assessed using the following marking guide:

| Grade | Descriptor |
|---|--|
| Pass [P 50-59%] All aspects of the task have been completed, and the requirements of all criteria have been met at a satisfactory level. All work is original, except where the works of others have been integrated and referenced according to APA conventions. | <ul style="list-style-type: none">• The case study response includes a basic description of different areas of development.• There is a demonstrated application of these areas of development to the child in the case study.• The teaching strategies identified demonstrate an awareness of the affect of developmental factors on learning.• There is evidence of the use of scholarly material to support the response. Works cited are consistent with APA conventions.• There is evidence of a structured response, demonstrating some progression of ideas and brought together with an identifiable conclusion.• Word choice is deliberate, and there are no superfluous words or phrases. Sentences are complete, and punctuation, including apostrophe use, is generally correct. Editing has been a key process |

| | |
|---|---|
| | <p>in the preparation of the response. Careful and thorough proofreading has resulted in a response that is obviously not a 'first' draft; the work, as a whole, has been thoughtfully crafted to ensure a professionally presented response.</p> <ul style="list-style-type: none"> • A reference list is included, formatted in APA style. |
| <p>Credit [C 60-69%]</p> <p>To be awarded a Credit, the work must fulfil all of the requirements of the Pass level, but with more sophistication.</p> | <ul style="list-style-type: none"> • The case study response includes a description of a broad range of different areas of development that is well supported by theory. • Application of these areas of development to the child in the case are well targeted and insightful. • The teaching strategies identified demonstrate a sound awareness of the connection between developmental theory and its application in the classroom. • A range of relevant scholarly material is cited. • Response is well structured, demonstrating a clear progression of ideas and brought together with a strong conclusion. • Use of an active voice, a broad and fluent vocabulary, and a range of cohesive devices (key words, pronouns, conjunctions, reinforcement, highlighting, similarity, and the like). The language is unemotive and academic in tone, without being overly formal. A range of sentence types has been used to add interest and energy to the writing. Tenses are consistent, and punctuation allows for meaning to emerge without ambiguity. |
| <p>Distinction [D 70-79%]</p> <p>To be awarded a Distinction, the work must meet all the requirements of the Credit level, but with more insightful analysis, critical evaluation, capacity to engage an audience, and</p> | <ul style="list-style-type: none"> • The description of the different areas of development demonstrates a sophisticated understanding of the supporting theory. • Application of these areas of development to the child in the case demonstrate a capacity for critical thinking regarding the impact of developmental factors in the classroom. • The teaching strategies identified demonstrate a sophisticated understanding of the use of differentiation techniques to support developmental needs. • A broad range of quality scholarly material is seamlessly incorporated into the response. • Response presents a tightly integrated structure with strong |

| | |
|---|---|
| competence in written communication. | <p>connections made across all sections.</p> <ul style="list-style-type: none">Any errors that remain in the work, including errors in written communication, do not detract from the overall quality of the response, or of the meaning communicated. |
| <p>High Distinction [HD 80-100%]</p> <p>To be awarded a High Distinction, the work must meet all the requirements of the Distinction standard, outlined above, and then must go beyond that.</p> | <ul style="list-style-type: none">The components of the case study response demonstrates a highly sophisticated capacity for critical thinking, incorporating consideration of assumptions, significance of issues identified, depth of discussion of the impact on teachers' work, and understanding of best practice for differentiation in relation to developmental factors and teaching implications.A capacity for critical reading is demonstrated in the selection of scholarly material cited.Negligible evidence of spelling or grammatical errors. |

Please note: If the assignment fails to reach a satisfactory standard on each criterion, or it does not fulfil the task requirements, then it must be awarded a no pass.