How did our garden grow?

The new curriculum for PSY203 Introduction to Human Development in EG.18

Exploratory Learning and Teaching Grant

“The lifespan is for living and growing: Using simulation and authentic assessment to study developmental psychology”

Dr Prue Millear, Dr Ruth Greenaway, and Ms Jessica Schmidt
Join the conversation

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• PADLET allows real-time dialogue between presenter and audience

• https://padlet.com/csalt/PSY203
Changes to the curriculum and how we used the new technology

Background - the topics we cover
New assessments and curriculum
Examples of the new technologies (Bb+, PebblePad)
Class activities
New assessment – video vignettes and reflections
The topics we cover:
The lifespan, from one end to the other

- Theories of development
- Genetics, pregnancy, and birth
- Infants and toddlers
- Early childhood
- Middle childhood
- Adolescence
- Young adulthood
- Middle adulthood
- Older adulthood
- Death, dying, and bereavement
The new assessments and curriculum

• Previous teaching format: 2 hour lecture + 1 hour tutorial per week
• New teaching format: 1 hour online lecture + 2 hour workshop tutorial in EG.18

• New format for assessments:
  • Weekly online quizzes (10 topics, 3% each, 30% total)
  • Essay (40%) – choice of three topics (magical thinking in childhood, risk taking in young adults, and decision making in middle age)
  • Video Vignettes (0%) and reflections (30%)
  • [These replaced SAQ (20%), essay (40%), and exam (40%)]
Learning centred: New technologies

• EG.18: a wonderful space for collaborations
• Bb+: a great assistance to have formal structure for each week’s activities
• PebblePad: a useful way to provide a workbook for students
• Padlet: an interesting way to provide real-time feedback by students when watching the video vignettes
Folders for each lifestage

BACKGROUND AND BEGINNINGS OF DEVELOPMENT
This folder will contain information on Chapters 1, 2 and 3

INFANTS THROUGH TO PRESCHOOLERS: THE YEARS BEFORE SCHOOL
This folder contains information on infants and toddlers (Week 4, Chapters 4 and 5) and early childhood (Week 5, Chapters 6 and 7)

MIDDLE CHILDHOOD AND ADOLESCENCE: THE SCHOOL YEARS
This folder contains information on children who are at primary school (Week 6, Chapters 8 and 9) and at high school (Week 7, Chapters 10 and 11)

THE ADULT YEARS: EARLY, MIDDLE AND LATE ADULTHOOD
This folder contains information for younger (Chapters 12 and 13), middle aged (Chapters 14 and 15), and older (Chapters 16 and 17) adults

ENDINGS: DEATH, DYING AND BEREAVEMENT
Folders for each week, within the appropriate lifestage
Each week had the same structure – successful in setting out what was to be done … but not so good for PebblePad
In Week 2, we compared different theories of development.
Heredity, prenatal development and birth

Chapter 3: Biological foundations, genetics, prenatal development and birth

Normal Development

List the usual expectations for healthy development of children in each of these areas.

<table>
<thead>
<tr>
<th>Area</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td></td>
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<tr>
<td>Psychosocial</td>
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</table>
### Normal Development

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</table>

### My Topic

List the risks and enablers to development for children in this age bracket in your geographical location:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Psychosocial</th>
</tr>
</thead>
</table>

### Development in my area

Think about how the above risks and enablers affect physical, cognitive and psychosocial development of the children:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Psychosocial</th>
</tr>
</thead>
</table>

### Notes on my topic

Use this space to take notes about the literature on your topic:

<table>
<thead>
<tr>
<th>Author</th>
<th>Theoretical Perspective</th>
<th>Aim/hypothesis</th>
</tr>
</thead>
</table>

### Development in early childhood

- Chapter 6: Physical and cognitive development
- Chapter 7: Psychosocial development

### Development in middle childhood

- Chapter 8: Physical and cognitive development in middle childhood
- Chapter 9: Psychosocial development in middle childhood
Weeks 2 - 4: Great!! This is really helping.

Week 5: Okay, got it now

Week 6: Really, again???
Class activities in EG.18

• First hour
  • What is normal development?
  • What are risks and enablers for development?
  • How do these differ between urban and rural/regional areas?
  • Used the Walk talker to develop ideas and then PebblePad to record activities

• Second hour
  • Finish off discussions of first hour
  • Work together on assessments: groups developing ideas for the video vignettes, essay questions, etc.
Week 3 was about risks and enablers in pregnancy.
Week 4 covered the risks and enablers for infants and toddlers.
And in Week 5 as well for the early childhood stage (Ages 2 to 5 years old)

Numbers = Tables allocated to thinking about that aspect
**RURAL**

- Isolation → Social → increased risky behaviour?
- More "mean" culture/behaviour → Bond?
- "Fast food" → Alcohol?
- Less access to fashion → Identity
- More of an active lifestyle → Riding bike before being able to drive.
- Varying parenting style → ‘Sink or swim’
- Limited options for conflict resolution → Bullying
- More chance to develop identity without "too much" media/influences
- Schooling — lack of subject choices

**Inner City**

- Good Bits
  - Anonymity
  - Diversity of groups
  - More partners, more choices
  - Problems
  - Access to drugs → Peer pressure/boredom
  - Bullying; in-group vs. out-group
  - Better access to transport

- Bad
  - Independent
  - Good
  - Substance use/abuse
  - Less distractions
  - Pressure to conform
  - Access to fresh produce
  - Better access to gym/food
  - Education — Similar classes
  - More active lifestyle
  - Learning to drive early

**Week 7 covered the risks and enablers for Adolescence**
The new assessment: Video Vignettes and Reflections

• In week 8 (adolescence) and Week 13 (older adulthood), students presented their video vignettes (VVs) in class, as formative assessment.

• The second part of the task was to write reflections on their experiences and how their understanding linked to the literature of these lifestages.

• Here is a selection of their amazing and creative creations.

• https://youtu.be/0Oy3J_9GsWw
The new assessment: Video Vignettes and Reflections – Example 1

“I found my understanding of the impact social media plays in today’s generation changed as I began to consider the negative implications of vulnerable adolescent’s that idolise and imitate ‘role models’ on social media and how this can lead to confusion in identity.

… In watching the video vignette, I began to reflect on how social media figures such as the example of Kurt Coleman, can create a false sense of identity and influence behaviours such as how we dress, act and those who we associate ourselves with. This correlates with research by Giles and Maltby (2004), establishing the increasing importance of media stars and pop culture present in adolescent’s lives. …

… In conclusion, the experience of the video vignettes further heightened my awareness to the impact of the today’s increasing reliance for technology, and use of social media … and confirmed the struggle adolescent’s face…” [27.4/30]
The new assessment: Video Vignettes and Reflections – Example 2

• “... Interestingly, after watching the VV’s I have come to realise adolescent challenges and changes are not discriminative of geographical locations and can be experienced by individuals across multiple cultures, communities and countries. Reflecting on Bronfenbrenner’s theory and our VV led me to understand these early relationship interactions as fundamental foundations in my transitioning into adulthood.”

• “... Reviewing the VV’s I reflected on my own grandmother’s social interactions and whether her developmental outcomes could be impacted by her rural and isolated location ... I wondered how she kept fit in such a small and repetitive environment. I realise now it was her involvement in arts programs and neighbourhood events... suggesting the continuation of meaningful and interactive relationships to psychosocial, cognitive and physical developments throughout the lifespan is important...” [26/30]
Outcomes of the research project

The student experience
Curriculum renewal
CSALT review
Guidelines for other courses
My next iteration
Staff experiences
Interim results – what did the students think?

• Surveys: analysis under way but limited by small N at both times

• SETAC comments
  • Mostly positive responses (and one student’s dismay of peers who had not done the VVs)
  • Most problems associated with lack of marks for VVs, sameness of PebblePad
  • Online lectures: very positive (e.g., convenient) or loathed them (e.g., ‘pay’ for class)

• Focus groups
  • Mostly positive (loved course content and staff), but identified same problems as in SETAC (e.g., VVs had no marks attached, wanted F2F lectures)
Curriculum renewal

• Video vignettes –
  • Peer feedback forms during class
  • Staff feedback following week, so VVs are ‘marked’
  • Task is now better explained and linked in 2017 course outline

• Class activities
  • One example per topic, discuss example in relation to normal development, then what are risks and enablers, and if these differ across geographical areas

• PebblePad
  • Greater variety, more flexibility in design of weekly tasks, and specific class time
<table>
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<tr>
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<table>
<thead>
<tr>
<th>Blackboard+ Rubric</th>
<th>Course</th>
<th>Learning content actively engages learners, promotes deep learning, models academic integrity and supports students to achieve course learning outcomes</th>
<th>Collaboration and information opportunities are provided using a variety of synchronous and asynchronous tools</th>
<th>Assessment tasks provide authentic and well explained opportunities for students to demonstrate their learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course organisation is simple, intuitive and consistent across courses in a program.</td>
<td>PSY200</td>
<td>Content actively engages learners and is scaffolded to assist learning development and higher order thinking skills. A variety of multi-modal content is included. Content is presented in multiple ways to cater for different learning styles.</td>
<td>Collaborative tools are used as needed as a peer learning space, interactive classroom or virtual tutorial. Collaborative tools are used throughout the course to encourage students to engage in learning and collaborate.</td>
<td>Tasks provide authentic and well explained opportunities for students to demonstrate their learning.</td>
</tr>
<tr>
<td>Learning outcomes are displayed at the start of each week or module.</td>
<td>Name: Pru Millner</td>
<td>Students can easily access copyright approved learning resources e.g. electronic journals with appropriate hyperlinks or materials that are shared in a reserved. Content is scaffolded to assist learning development. Multi-modal content used. Learning materials are available for students to revise.</td>
<td>Collaborative tools are used regularly as a peer learning space, interactive classroom or virtual tutorial. Collaborative tools are used throughout the course to encourage students to engage in learning and collaborate.</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Learning outcomes are presented at the start of the course and mapped against assessment times.</td>
<td></td>
<td>Students have the opportunity to collaborate on specific tasks with academic input and moderation.</td>
<td>Collaborative tools are used as needed as a peer learning space, interactive classroom or virtual tutorial. Collaborative tools are used throughout the course to encourage students to engage in learning and collaborate.</td>
<td>Developed</td>
</tr>
<tr>
<td>Access to academic calendar and other USC information is available on a single page. The course has links to all relevant USC policies relating to assessment.</td>
<td></td>
<td>An explanation of how students will receive formative feedback is communicated. Explicit due dates and marking criteria are available at the beginning of the course. An explanation of how students will receive feedback on summative assessments is communicated.</td>
<td>All assessment tasks are listed in one location under the assessment tab. Assessment tasks are submitted electronically through Blackboard or PebblePod. Assessment items are submitted in one format.</td>
<td>Developing</td>
</tr>
<tr>
<td>Course content folders or modules contain a clear consistent format with explicit instructions. Study expectations and required commitment stated. Learning materials release statement provided.</td>
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<td>Information is provided on support options for students and how each type of support can be accessed.</td>
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<td>There is a definitive start area available to students (e.g. “Getting Started”) that has pertinent course information.</td>
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- Outstanding
- Developed
- Developing
- First steps
Guidelines for other courses

• Don’t be dull or repetitive –
  • Having the same weekly structure in Bb+ is sensible but using the identical weekly format for PebblePad is dull
  • This takes time, but imagine yourself deep into the semester – what are the interesting parts and lessons that usually arise about now?

• Don’t listen to the whinging about new experiences in the classroom
  • Formative assessment - make it clear how it builds for the summative assessment, in the Course Outline and in class discussions
  • Find ways to develop interest in new formats or assessments and in new ways of thinking and doing
Guidelines for other courses

• Use technology to add to your teaching and to augment your already interesting and engaging tasks, not just to ‘tick the box’
  • Using technology to be ‘cool’ is just overdoing it and needlessly complicates your life

• Let your students’ use their imaginations to create their own understanding of your course
  • What activities or assessments can be redesigned to allow students to make ‘something’? Written assessments show they can organise their ideas, but is there another type of understanding they can show?
My next iteration:  
PSY307 Adult Development and Ageing

• Taking the lessons learnt in PSY203 and applying them in semester 2
  1. PebblePad is more flexible and structure looks different but has the same elements
  2. Bb+ core elements – so much easier to structure course around a consistent weekly template
  3. Weekly exercises framed as ‘Topics and Talking Points’, students make one PPT slide of their findings and speak about it to the rest of the class

• Students love the relaxed and collaborative activities, enjoyed time and research on the weekly topics, as well as time for the assessments
Staff engagement – Course coordinator (PM)

• Yes, please, let’s do it again...
  • I have enjoyed teaching this new format – busy but deeply satisfying to see the students’ clever, thoughtful, and interesting responses to the challenge of explaining the lifestages, and the deeper learning that blossomed in them

• Job crafting: this is my workplace, how have I made it more interesting?
  • Tims, Bakker, & Derks (2012): Job crafting aims to increase structural job resources (e.g., develop professionally), decrease hindering job demands (e.g., reduce emotional demands), increase job social resources (e.g., get help from mentors), and increase challenging job demands (e.g., take on new challenges)
Staff engagement – Tutors (Jess, Susan, & Kate)

- The experiences of the tutors in EG.18
  - **Combining teaching activities with time for assessments**
  - Longer classes meant they could give advice on assessments without cutting into time for tutorial activities
  - Teaching with others meant that they could clarify any matter on the spot, by asking CC or other tutors, and watch for lack of understanding (and attend to it)
  - Easier to answer questions as they are usually from a collective query, rather than a single person. The discussions are richer, and less chance of misunderstanding due to a collective ear.
Staff engagement – Tutors (Jess, Susan, & Kate)

• The experiences of the tutors in EG.18
  • **Group work was at last a positive experience** for staff and students
  • Time in class for assessments meant that the group work for the VVs was done there and then, no one could slack off, and students didn’t need to coordinate multiple schedules to make another time to get together
  • “The structure of the room/tables facilitated organic collaboration, without the forced group work groan (it's like hiding vegetables in yummy food for kids, ha ha!) But seriously, it is really nice as a tutor, not to have to try to get adults to work together - It can feel patronising when it's forced.”
Staff engagement – Tutors (Jess, Susan, & Kate)

• The experiences of the tutors in EG.18
  • **Benefits from interactions with students and working in a team**
    • “Fantastic to connect with the students on more of an equal level. They seem to feel more comfortable with you approaching them and sitting with them.”
    • Teaching with others meant that they could answer concerns as they arose, & less likely to be caught by curly questions (e.g., get immediate help from me)
    • “Multiple facilitators also means that, with a great team, the students can benefit from different teaching styles and our personalities cater for various learning styles and preferences.”
Thanks for listening!

• Any questions?

• Dr Prue Millear

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