



CARTER DOWN EDUCATIONAL SERVICES PTY LTD

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19th Annual Psychology Teachers' Conference

A conference presented *by* psychology teachers
for psychology teachers *about* the teaching of psychology

Friday 24 February 2017

Registration Fee of \$330 includes notes from all workshops

Moonee Valley Racecourse

McPherson Street, Moonee Ponds

Tram 59 from the city

Program

8:00am – 9:00am	Registration / Coffee
9:00am – 9:15am	Introduction
9:15am – 10:00am	VCAA Update: <i>Maria James, Curriculum Manager, Science, VCAA</i>
10:00am – 11:00am	Session 1 Workshops
11:00am – 11:30am	Morning Tea & Resource Display
11:30am – 12:30pm	Session 2 Workshops
12:35pm – 1:35pm	Session 3 Workshops
1:35pm – 2:30pm	Lunch & Resource Display
2:30pm – 3:30pm	Session 4 Workshops
3:30pm – 4:30pm	Meet the Speakers

Workshop Electives

There are **four** elective sessions. Indicate your preferences from 1 – 7 on the Registration Form. Sessions offered for the first time and/or with a new presenter in 2017 are denoted **NEW**

WORKSHOP 1: The Complete Package for the Beginning Psychology Teacher

Kristy Kendall, Toorak College, Mt Eliza

This session is a complete guide to how to teach VCE Psychology. It covers everything from secrets in the Study Design to when and what to give for homework and which resources are best to use. Sample timelines will be provided and how to get a balance in your classroom will be discussed.

WORKSHOP 2: A Year 10 Course to Prepare Students for VCE Psychology Units 1 & 2

Ashleigh Manning & Deane Mihalos, Berwick Secondary College

Whether you have taught Year 10 Psychology a thousand times, or are tackling it for the first time, learn how to implement and deliver an engaging and flexible Year 10 Psychology course that compliments the 2016-2021 VCE Psychology Study Design. A variety of engaging activities and assessment tasks suitable for a Year 10 Psychology course will be presented.

NEW WORKSHOP 3: A Crash Course for Teaching Units 1 & 2 Psychology

Rebecca Bath, Melbourne Graduate School of Education, Uni. Of Melb., Parkville
Are you new to teaching Units 1 & 2 Psychology? This workshop is for you! This session will provide a wide range of ideas for practical learning activities, a possible teaching timeline, and resources such as websites, videos and apps. Assessment tasks that prepare students for Units 3 & 4 will also be discussed.

NEW WORKSHOP 4: Activities & Ideas for Teaching Unit 1, AoS 1: How does the brain function?

Laura Fettes, Glen Waverley Secondary College

This workshop will provide a variety of engaging and interesting activities and resources relevant for Unit 1, AoS 1 so that students will have fun while learning. Resources include videos, quizzes, practical activities, creative tasks and more!

NEW WORKSHOP 5: Activities & Ideas for Teaching Unit 1, AoS 2: What influences psychological development?

Emma Pezzotto, St Columba's College, Essendon

In the second year of this AoS it is time to explore the boundaries of each dot point. This presentation will include some of the 'golden-olddies' activities used to teach psychological development and mental health and also provide some new alternatives designed to enhance students' understanding of the complex interactive factors that contribute to psychological development.

WORKSHOP 6: Assessment Tasks for Unit 1

Meg Adem, Brighton Grammar School

This workshop will provide teachers with a portfolio of assessment tasks (ATs) for each AoS in Unit 1 that reflects Bloom's taxonomy, as well as contemporary educational assessment models. In addition, VCAA's requirements for ATs and how they should assess students' understanding of the learning outcomes will be considered.

WORKSHOP 7: Activities & Ideas for Teaching Unit 2, AoS 1: What influences a person's perception of the world?

Kim Russell, Sandringham College

Interesting, engaging and fun ideas to teach the key knowledge and skills for this AoS will be presented. Key areas of focus include class activities, experiments, multimedia ideas, potential assessment tasks and extended response questions.

WORKSHOP 8: Activities & Ideas for Teaching Unit 2, AoS 2: How are people influenced to behave in particular ways?

Jessica Stevenson, Nazareth College, Noble Park

Timelines, activities and assessment tasks to help navigate the key knowledge in Unit 2, AoS 2 will be presented. In addition, each dot point will be unpacked and fun, interactive and engaging ways to teach them will be considered.

NEW WORKSHOP 9: Assessment Tasks for Unit 2

Ashleigh Manning, Berwick Secondary College

This session will look at challenging and engaging assessment ideas and tasks in Unit 2 AoS 1 & 2 that cover the key knowledge and skills, yet also promote higher order thinking and ultimately get students ready for success in Units 3 & 4! So if you want to prepare your Year 11 students for the rigorous assessment tasks in the NEW Year 12 Psychology course, this workshop is for you!

NEW WORKSHOP 10: Integrating Research Methods and Ethics in Units 1 & 2

Brydie Hind, Wodonga Senior Secondary College

Are you stuck for ideas on how to integrate research methods and ethics into your teaching of Units 1 & 2? This workshop will provide you with a range of easy, engaging research activities and resources that will allow your students to scientifically explore the content of AoS 1 & 2 of Units 1 & 2.

NEW WORKSHOP 11: Excursions and Incursions for Units 1 & 2

Narelle Bridgfoot, Myrtleford P-12 College

What better way to immerse your students in the course content than going on an excursion? Whether you teach in a city or country school, this workshop will provide ideas for excursions relevant to the content in Units 1 & 2, as well as how to provide new learning experiences for students without having to leave the classroom.

NEW WORKSHOP 12: Pumping up Psych Units 1 & 2

Kara Baxter, Mentone Grammar School

This session is designed to help teachers stretched for time implement useful activities to increase engagement in Unit 1 and Unit 2 for 21st century learners. In this session learning activities that involve critical thinking, communication and collaboration tasks will be presented as well as formative assessment tools and ICT activities for the Units 1 & 2 course.

WORKSHOP 13: Getting a Head Start: Building Skills in Units 1 & 2 for the New Units 3 & 4 Psychology Course

Alisha Muller, Haileybury, Berwick

Want to make sure your Unit 1 & 2 students have the skills to thrive and maximise their results in the new Unit 3 & 4 Psychology course? This session provides a range of strategies to implement in the Unit 1 & 2 Psychology classroom such as ideal forms of assessment, application/scenario-based activities, extended response questions and research methods activities that will engage students and build important skills.

WORKSHOP 14: Experienced Teachers New to Teaching Units 3 & 4 Psychology

David DeGrandi and Alexandra Smith, Sacred Heart College, Kyneton

This session is for teachers who are new to teaching Units 3 & 4 Psychology. Even for an experienced teacher it can be daunting teaching a subject for the first time. This workshop provides strategies to navigate the Study Design, plan your course, develop interesting lessons and create rigorous SACs to enhance students' learning. Tried and tested techniques to assist students in their preparation for the end of year exam will also be discussed.

NEW WORKSHOP 15: Teaching U3 AoS 1: How does the nervous system enable psychological functioning?

Meg Adem, Brighton Grammar School

What's new and what's not? The new Study Design provides a refreshing take on the neuron, nervous systems and stress. This workshop focuses on familiarising teachers with the new key knowledge in this AoS. New teaching and learning ideas, activities and resources will be shared and possible assessment tasks will also be provided.

NEW WORKSHOP 16: Teaching U3 AoS 2: How do people learn and remember?

Kate Gallagher, Haileybury, Brighton

The focus of this session will be on how much depth and scope to go into when teaching this AoS, particularly for the 'new' dot points. A suggested timeline will be provided, as well as engaging practical activities to enable students to better understand the key knowledge.

NEW WORKSHOP 17: Assessment Tasks for Unit 3

Nicole Haythorpe, Caulfield Grammar School

This workshop aims to provide assessment and teaching ideas to enhance students' understanding of the key knowledge covered in Unit 3 Psychology. Assessment ideas for both AoS will be presented along with criteria and templates for assessment recording.

NEW WORKSHOP 18: Teaching U4 AoS 1: How do levels of consciousness affect mental processes and behaviour?

Edwina Ricci, Melba College, Croydon

This workshop aims to provide a range of interesting, engaging and fun resources and ideas to teach the key knowledge and skills in this AoS. New content will be highlighted and content retained from the previous Study Design revisited. Teachers will be provided with hands-on classroom activities, worksheets and ideas for assessment tasks aimed at high level engagement and enhanced student learning outcomes.

NEW WORKSHOP 19: The Epworth Sleep Lab Excursion – Adapted to the New Study Design

Julie Howes, Epworth Freemasons Sleep Laboratory, East Melbourne

Bring the real world of sleep therapy and research to your students by introducing your class to a working sleep laboratory. This popular excursion or incursion, attended by over 80 Victorian schools last year, demonstrates working EEG, EOG and EMG signals on a volunteer student. Laboratory examples of hypnograms illustrating common sleep disorders, a video of parasomnia patients and a demonstration of CPAP and circadian therapy devices are provided either in your classroom or ours.

NEW WORKSHOP 20: Teaching U4 AoS 2: What influences mental wellbeing?

Adina Wolters, Mount Scopus College, Burwood

There are four subheadings and 13 dot points in the new Unit 4, AoS 2 – some of which are retained from the previous Study Design, some of which are new. During this workshop, teachers will be presented with a range of activities to reflect the new key knowledge as well as reviewing activities from the old course that are still relevant to the new Study Design (with some improvements of course). A teaching timeline, learning activities, possible assessment tasks and relevant resources will be provided.

NEW WORKSHOP 21: Integrating Research Methods and Ethics in Units 3 & 4

Felicity Fitzgerald

This workshop will provide in-classroom activities, worksheets and sample assessment tasks that will help students build skills with relevant key knowledge in Units 3 & 4. Strategies that encourage a seamless integration of research methods throughout each unit will be provided. Teachers will come away with novel, engaging and fun activities to liven up what can be dry subject matter!

NEW WORKSHOP 22: Logbook Activities for Units 3 & 4

Adina Wolters, Mt Scopus College, Burwood

Have you read page 13 of the new Study Design? You haven't??! Hidden in the details of the Scientific Investigation is a reference to a logbook of practical activities. This applies to all four units of study. So what is it exactly? What do your students need to do and how will you assess it? These questions and more will be answered. Tools for assessing the Logbook in Units 3 & 4 will also be made available.

NEW WORKSHOP 23: Assessment Tasks for Unit 4

Karen Whelan, Strathcona Baptist Girls' Grammar School, Canterbury & Kerrie Ardley, Scotch College, Hawthorn

This session aims to help you interpret assessment required for Unit 4. It will include VCAA's requirements for Unit 4 assessment, the presentation and discussion of a variety of different SACs for Outcomes 1 & 2 and ideas on how to tackle Outcome 3 (a structured scientific poster of a practical investigation).

NEW WORKSHOP 24: Managing the Student-Directed Practical Investigation - Unit 4, AoS 3

Kate Gallagher, Haileybury, Brighton

The focus of this workshop will be on the development of the key science skills specified in the Study Design as well as the key knowledge in Unit 4, AoS 3. Teaching strategies and approaches to the practical element of these tasks will be discussed, as well as ideas for assessment. Examples of how students may present and communicate their findings in these tasks will also be presented.

NEW WORKSHOP 25: Unit 4, Outcome 3 – The Scientific Poster Assessment Task

Maria James, Curriculum Manager, Science, VCAA

Not sure what is required of students in preparing a scientific poster for the Unit 4, AoS 3 Assessment Task? This workshop will explore the use of the scientific poster as a means of developing students' science inquiry and communication skills as well as an assessment tool for student investigative work. Ways of ensuring authentication will also be considered.

NEW WORKSHOP 26: Awesome Resources for Units 3 & 4

Wendy Johnstone, Presentation College, Windsor

This workshop will provide resources and ideas for Units 3 & 4 of the new Study Design. A range of teaching ideas, practical learning activities, peer learning strategies, electronic resources and timelines will be explored during the workshop. This workshop is suitable for new and experienced teachers of Units 3 & 4.

NEW WORKSHOP 27: Excursions and Incursions for Units 3 & 4

James Meade & Rebecca Devling, St Bede's College, Mentone

Wondering how to engage your students both in and out of the classroom? This session aims to provide teachers with ideas for how to incorporate both excursions and incursions into the new Unit 3 & 4 course. It will provide a range of suggestions, including costings and how each activity would fit within the new Study Design.

NEW WORKSHOP 28: Review of the 2016 Unit 3 & 4 Psychology Exam

Dr Meredith McKague, VCE Psychology Chief Assessor, VCAA

In this workshop the 2016 exam will be reviewed and common student misunderstandings will be discussed. The workshop will also provide guidance regarding the extended response question to the research scenario, including advice about how students should approach their answer and an explanation of the holistic approach used to mark these questions.

NEW WORKSHOP 29: Tips & Tricks for the Final Race: Building Skills for the Unit 3 & 4 Exam

Alisha Muller, Haileybury, Berwick

Want to make sure your Units 3 & 4 students have the skills to thrive and maximise their results in the NEW Unit 3 & 4 Psychology course? This session provides a set of strategies to continue implementing from your Unit 1 & 2 classroom into your Unit 3 & 4 classroom to help students build skills in preparation for the all important exam, including insight into content hotspots, teaching strategies, application/scenario-based activities, and research revision activities.

NEW WORKSHOP 30: Nailing Research Methods Questions in Exams

Jess Needham, Cornish College, Bangholme

How and where do you fit research methods into your Units 3 & 4 course planning? What advice should be given to students about tackling the research methods questions in the exams? This session will provide teachers with information about how to integrate research methods with key knowledge in Units 3 & 4 as well as ways of incorporating questions into SACs and class activities. Sample extended response answers and advice on how students could approach questions on research methods in the exam will be provided.

WORKSHOP 31: Building Higher Order Thinking to Optimise Exam Performance Kenna Bradley, Strathmore Secondary College & Greg Sargent, Brentwood Secondary College, Glen Waverley

VCAA examiners look for higher order links, particularly in answers to extended response questions in the exam. Yet most students are unsure of how to create these links or how to think in this manner. This workshop is designed to give teachers information, strategies and samples to scaffold higher order thinking for use in both the extended response question and in SACs. Relevant for teaching Units 1-4 with a specific focus on Units 3 & 4.

WORKSHOP 32: Using a Flipped Classroom to Maximise Class Time and Exam Performance

Melissa Vecchio, Melbourne Grammar School & Brydie Druce, Mentone Girls' Grammar School

Finding it hard to get through all of the Study Design in time for revision? This workshop will show you how to use a "flipped classroom" to power through the curriculum and enhance student learning using various software options and online platforms to help create videos, podcasts and screencasts for student use. It will cover not only the technological aspects of flipping the classroom successfully, but also how to creatively use class time to apply student learning and prepare students for the exam.

WORKSHOP 33: Facilitating a Study Score of 40+ in VCE Psychology

Kristy Kendall, Toorak College, Mt Eliza

This workshop will take you through the best SACs to use, how to rank students and the kinds of homework and revision tasks that are integral to helping students get the best study scores possible. 40+ scores represent the top 8% of the state – get your students there!

NEW WORKSHOP 34: Enhancing Memory of Key Concepts in Units 3 & 4 Psychology

Shirley Barker, Reservoir High School

Seeing similarities and differences is a fundamental cognitive process that is important in understanding and remembering key concepts in Unit 3 & 4 Psychology. By learning skills such as comparing, classifying, creating metaphors and creating analogies students begin to identify patterns and make connections between concepts. Participants in this workshop will be given various activities, strategies and ideas to help students identify the similarities and differences in a range of key concepts in the new Unit 3 & 4 Psychology course. Techniques to assist students in answering exam questions will also be covered.

WORKSHOP 35: Maximising Student Potential in the New Units 3 & 4 Course Lisa Fritz & Georgina Clegg, Braemar College, Woodend

This session provides teachers with a plan for how to approach Units 3 & 4 to maximise student potential. Teachers will be provided with organisational tips, engaging teaching strategies, revision activities and games. Come to this session if you are looking for innovative ways to organise your students to achieve success in VCE Psychology.

NEW WORKSHOP 36: Going Beyond a Glossary: Vocabulary Instruction for Psychology

Kathryn D'Elia, Goulburn Valley Grammar School, Shepparton

Understanding and correctly using key terminology is critical in VCE Psychology, yet making a traditional glossary can be boring and largely ineffective. Teachers will be shown how to embed specific vocabulary instructions into lessons, including quick vocabulary games that can be used with minimal preparation to help students confidently and competently understand and use key terms. Aimed at Psychology teachers of Units 1-4, techniques such as the Marzano Mile-A-Minute game, reverse celebrity heads and the internet-based game Kahoot will be showcased in this workshop.

NEW WORKSHOP 37: Assessment for Learning

Tori Shaw, Carey Baptist Grammar School, Kew

Presented in the context of VCE Psychology, this presentation looks at Assessment for Learning. Participants will come away with tools that allow students (and consequently help teachers) to assess where they are at with their learning, where they want to get to, and how to get there (including using formative feedback and reflection tools).

WORKSHOP 38: IB Psychology – Starting the Journey

Mary Ann Oakley, Methodist Ladies College, Kew

This workshop is designed for teachers new to teaching the IB Diploma Psychology course. The content of the two-year programme will be discussed; ideas of how to design the programme, what to teach when, the Internal Assessment component, the Options and the Exam structure. A wealth of teaching resources will be provided.

TERMS AND CONDITIONS

Payment

- Full payment of the registration fee is required prior to the conference.
- **The Registration Form also serves as a Tax Invoice.**
- Payment can be made by direct debit or cheque.

Conditions of application

- Closing date for applications: **Wednesday 15 February 2017**
- Late applications may not be accepted.
- A workshop may be cancelled due to insufficient numbers.
- Participants will be allocated to workshops of their choice on a 'first return' basis.
- Although every effort is made to ensure accuracy of all information in conference notes, teachers should check all notes carefully to confirm accuracy prior to subsequent use.
- The organisers reserve the right to refuse any application.
- Costs may be incurred for cancellations after **Wednesday 15 February 2017**.

Multiple applications from the same school or college

- If there are multiple applicants from the same school or college, a separate Registration Form must be completed for **each** applicant.
- Registration Forms can be downloaded from the CDES website.

Notification of workshop allocations

Seminar/workshop allocations will be posted daily on the CDES website from **Monday 20 February 2017**.

Parking

Free parking is available on-site. Enter via the Main Entrance in McPherson Street. The attendant will direct you to the car park within the grounds of the racecourse. Parking will be in the Members' Car Park until full – parking will then be in the centre of the race track which is accessed via Dean Street (Gate 6) or Wilson Street (Gate 7). There is a direct walking route to the main building from this car park.

Dietary Requirements

Gluten-free, lactose-free, fructose-free, vegetarian, vegan and halal meals can all be catered for. Regrettably, any other dietary requirements outside the above list are unable to be provided.

Air conditioning

Health Regulations mandate that the venue's air conditioning operate throughout the conference. Some participants at previous conferences have expressed concern that the venue can become cool as the day progresses. In the interests of your personal comfort for the duration of the conference, it is recommended that you be mindful of this feedback when selecting clothing for the day.

Further information

About the program, contact CDES:

Linda Carter 0402 218 936 Email: linda@cdes.com.au

Ross Down 0417 013 185 Email: ross@cdes.com.au

About registrations, contact Access Education:

Phone: 1300 338 222 Fax: 1300 315 708

Email: registrations@cdes.com.au

Registration can be completed online at the CDES website
www.cdes.com.au OR
by faxing or posting the completed Registration Form
by **5pm on Wednesday 15 February 2017** to:

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