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# 20th Annual Psychology Teachers' Conference

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

**Friday 23 February 2018**

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	<b>Introduction</b>
9:15am – 9:50am	VCAA Update: <i>Maria James, Curriculum Manager, Science, VCAA and Dr Meredith McKague, Chief Assessor, VCE Psychology</i>
10.00am – 11.00am	<b>Session 1</b> Workshops
11.00am – 11:30am	Morning Tea & Resource Display
11:30am – 12:30pm	<b>Session 2</b> Workshops
12:35pm – 1:35pm	<b>Session 3</b> Workshops
1:35pm – 2:30pm	Lunch & Resource Display
2:30pm – 3:30pm	<b>Session 4</b> 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 2018 are denoted **NEW**

### **WORKSHOP 1: Where do I Start? I'm a First Time Psychology Teacher**

Kristy Kendall, Toorak College, Mt Eliza

This session is a guide to how to teach VCE Psychology. It is pitched at beginning teachers but may also be informative for experienced teachers new to 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.

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

Rebecca Bath, Haileybury College, Keysborough

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.

### **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, Area of Study 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?**

Ashleigh Manning, Berwick Secondary College

In the third year of this Area of Study it is time to explore the boundaries of each dot point. This presentation will include some of the 'golden-oldest' 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.

### **NEW WORKSHOP 6: Activities & Ideas for Teaching U2, AoS 1: What influences a person's perception of the world?**

Narelle Bridgfoot, Myrtleford P-12 College

The aim of this workshop is to provide teachers with a range of ideas and resources to teach the key knowledge and skills in Unit 2, Area of Study 1. Each dot-point will be explored and activities, experiments, videos, games and other resources will be presented, resulting in a 'go-to' package that will assist teachers to engage students in learning.

### **WORKSHOP 7: 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, Area of Study 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 8: Making Research Methods & Ethics Fun in Units 1 & 2**

Kim Russell, Sandringham College

This workshop presents ideas on how to enliven what can be a very dry section of the course. Given the importance of research methods for all 4 units, students need to understand its relevance from the outset. This session shows how to make the crucial understanding of the tools psychologists use in research interesting, relevant and fun.

### **NEW WORKSHOP 9: Assessment Tasks for Units 1 & 2**

Meg Adem, Brighton Grammar School

This workshop will provide teachers with a portfolio of assessment tasks (ATs) for each Area of Study in Units 1 & 2 to reflect Bloom's taxonomy, as well as other 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 10: 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 Units 1 & 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.

### **NEW WORKSHOP 11: Awesome Resources for Units 1 & 2**

Kim Russell, Sandringham College

This workshop will showcase engaging and interesting resources for Units 1 & 2 including websites, classroom activities, experiments, demonstrations, multimedia ideas, potential assessment tasks and news articles.

### **WORKSHOP 12: Getting a Head Start: Building Skills in Units 1 & 2 for Units 3 & 4 Psychology**

Alisha Muller, Haileybury, Berwick

Want to make sure your Unit 1 & 2 students have the skills to thrive and maximise their results in Units 3 & 4 Psychology? 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.

### **NEW WORKSHOP 13: Teaching Units 3 & 4 Psychology for the First Time?**

Nicole Haythorpe, Caulfield Grammar School

Teaching a Unit 3 & 4 subject for the first time can be a stressful experience. This workshop aims to lessen the stress by giving some clear suggestions about how to navigate the Psychology Study Design and develop a realistic teaching timeline. Emphasis will be given to the scientific nature of psychology and how to embed the key science skills. Suggestions for engaging practical activities to enhance student learning will also be provided. BYO Study Design to annotate.

### **WORKSHOP 14: Activities and Ideas for Teaching U3, AoS1: How does the nervous system enable psychological functioning?**

Meg Adem, Brighton Grammar School

In the second year of the current Study Design, it is worth reflecting on what worked well. This workshop focuses on understanding the breadth and depth of the key knowledge specified for this Area of Study. Teaching and learning ideas, activities and resources will be shared and assessment tasks will also be provided.

**NEW WORKSHOP 15: Activities & Ideas for Teaching U3, AoS 2: How do people learn and remember?**

Emma Mihoc, Parade College, Bundoora & Alex Smith, Sacred Heart College, Kyneton  
This session will focus on unpacking the dot points for this Area of Study. A suggested teaching timeline will be presented as well as engaging learning ideas, activities and resources and rigorous SACs to enhance student learning. Examples of scaffolded guidebooks containing information, exam tips, practice exam questions and more to drive student learning pertaining to this Area of Study will be presented.

**WORKSHOP 16: 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 and science skills specified for Unit 3 Psychology. Assessment ideas for both Areas of Study will be presented along with criteria and templates for assessment recording.

**NEW WORKSHOP 17: Logbook of Activities in Preparation for Unit 4: Outcome 3 (Practical Investigation)**

Jason Mahmoud & Annaliese Heys, Killester College, Springvale

This workshop will provide Psychology teachers with a selection of seven practical activities that relate to Unit 3 Area of Study 2 (How do people learn and remember?). Each practical activity includes structured questions and a detailed description of the methodology pertaining to the activities. The logbook activities provides sound preparation for students for the structured scientific poster.

**WORKSHOP 18: Activities and Ideas for Teaching U4, AoS1: How do levels of consciousness affect mental processes and behaviour?**

Edwina Ricci, Heathmont College

This workshop aims to provide a range of interesting, engaging and fun resources and ideas to teach the key knowledge and skills in this Area of Study. Teachers will be provided with hands-on classroom activities, worksheets and ideas for assessment tasks aimed at high level engagement to enhance student learning outcomes.

**WORKSHOP 19: The Epworth Sleep Lab Excursion/Incursion**

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.

**WORKSHOP 20: Activities and Ideas for Teaching U4, AoS2: What influences mental wellbeing?**

Adina Wolters, Mount Scopus College, Burwood

There are four sub-headings and 13 dot points in Unit 4, Area of Study 2. During this workshop, teachers will be presented with a range of ideas and activities to reflect the key knowledge in this Area of Study. A teaching timeline, learning activities, possible assessment tasks and relevant resources will be provided.

**NEW WORKSHOP 21: Using the Biopsychosocial Model to Explain the Development and Management of Specific Phobia**

Elsbeth Zeegers, Holy Trinity Lutheran School, Horsham

This session is designed to provide teachers with resources for Unit 4, Area of Study 2. A case study of an individual with a phobia will provide students with the stimulus from which to consider biopsychosocial development and maintenance of a phobia, as well as key strategies to extinguish phobic responses. Teachers will also be provided with teaching resources, including videos and handouts, and an assessment task to meet the requirements of the learning outcome.

**WORKSHOP 22: Managing the Student-Directed Practical Investigation in Unit 4, AoS3**

Kate Gallagher, Haileybury, Brighton

The focus of this workshop will be on the development of key science skills specified in the Study Design as well as key knowledge in Unit 4, Area of Study 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 this task will also be presented.

**NEW WORKSHOP 23: Posters – The Good, the Bad & the Ugly!**

Maria James, Curriculum Manager, Science, VCAA

This session will provide participants – both those who have already used the poster assessment task and those who are new to the task this year – with VCE Psychology-specific examples of student poster extracts so that we can discuss: What makes a poster 'good', 'bad' or 'ugly'? And does being 'ugly' actually matter? Results from the 2017 VCE SAC audit report will also be discussed, particularly in terms of what worked well and not so well in 2017, and how teachers may consider topics other than 'learning' or 'memory' as the basis for the independent student investigation.

**WORKSHOP 24: Assessment Tasks for Unit 4**

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

This session aims to help teachers interpret what assessment is 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 25: Riveting Research Methods & Research Design for Units 3 & 4**

Felicity Fitzgerald

This workshop aims to equip participants with interactive, integrative and engaging activities to make Units 3 & 4 research methods riveting. In the current Study Design, students are required to develop science skills, using critical and interpretive processes to evaluate past and contemporary research, practically apply research methodology to scenarios and theories and design their own research. In this workshop teachers will be presented with innovative strategies to build students' science skills throughout Units 3 & 4 in a practical, engaging and structured way.

**NEW WORKSHOP 26: Awesome Resources for Units 3 & 4**

Louise Mansfield, St Peter's College, Cranbourne

In this session great resources to engage students in learning and maximise learning outcomes will be shared. Teachers will walk out of this session with a bundle of inspiring online resources, activities and ideas to bring Psychology lessons to life. Participants are encouraged to bring along ideas and resources to share and add to the collection.

**WORKSHOP 27: Tips & Tricks for the Final Race: Building Skills for the Unit 3 & 4 Exam**

Alisha Muller, Haileybury College, Berwick

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

**WORKSHOP 28: Maximising Student Potential in Units 3 & 4 Psychology**

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.

**WORKSHOP 29: Enhancing Memory of Key Concepts in Units 3 & 4 Psychology**

Shirley Barker, Reservoir High School

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

**NEW WORKSHOP 30: Review of the 2017 Units 3 & 4 Exam**

Dr Meredith McKague, VCE Psychology Chief Assessor, VCAA

In this workshop the 2017 exam will be reviewed and common student misunderstandings highlighted. The extended response questions will be discussed and time will be spent considering how students could approach answering the 10 mark question. An explanation of the holistic approach used to mark the 10 mark extended response question will also be presented.

**NEW WORKSHOP 31: How to Tackle a 10 Mark Extended Response Exam Question**

Kate Gallagher, Haileybury, Brighton

This session will directly address the criteria listed in the VCAA Examination Specifications for the 10 mark question. The focus will be on how to build students' skills in writing extended responses. Importantly, ideas for how to integrate these questions into your regular teaching and assessments, including School Assessed Coursework will be presented.

**NEW WORKSHOP 32: Facilitating a Study Score of 40+ in VCE Psychology**  
Wes Smith, Huntingtower School, Mount Waverley

You love being a teacher, you enjoy what you teach, you thrive on the challenge of helping your students learn, so how do you maximise the learning potential of your highest achieving students? This workshop will provide you with a treasure chest of dynamic teaching and learning strategies to optimise students' study scores. Help students move from surface knowledge to a deeper level of understanding and application. Through the use of these strategies, students will remain engaged, motivated and challenged to achieve their personal best.

**NEW WORKSHOP 33: Incursions & Excursions for Units 1–4 Psychology**  
James Meade, St Bede's College, Mentone

Looking for an opportunity to engage your students and create memorable experiences that will inspire their passion for Psychology as well as enhance their learning? This session will present various incursion and excursion ideas for Psychology Units 1 to 4 complete with overviews, contact information, activities and other resources all linked to the key knowledge dot points.

**NEW WORKSHOP 34: Differentiated Learning Activities for Psychology**  
Justin Griggs & Alexandra Rice, Marcellin College, Bulleen

In this workshop ways to structure the course to challenge students at all levels and maximise student-directed learning time and teacher feedback will be presented. Using a hybrid flipped learning approach and leveraging benefits from a variety of technology, the session will explore ways to give students more control over their learning and teachers more time to assist students individually.

**NEW WORKSHOP 35: Technological Tips & Tricks to Engage Students and Save Time**

Melissa Vecchio, Melbourne Grammar School

In this workshop, teachers will explore a number of digital programs, websites and applications to engage students in learning and to make teaching Psych more interesting. In addition, quick tips and tricks for using common programs such as PowerPoint, Excel and Word that will help you format faster, grade with ease and create engaging presentations will be presented.

**WORKSHOP 36: Going Beyond a Glossary: Vocabulary Instruction for VCE 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 require minimal preparation to help students confidently and competently understand and use key terms. Aimed at Psychology teachers of Units 1–4, this workshop will showcase techniques including Marzano Mile-A-Minute game, reverse celebrity heads and Kahoot.

**NEW WORKSHOP 37: IB Psychology – Insights and Tips for the New Year 11 Program**

Stephanie Walton, Carey Baptist Grammar School, Kew

This workshop will focus on the new IB syllabus and how to approach teaching it including suggestions for teaching the new HL components within Year 11, integrating quantitative research methods and teaching statistics. In addition, how to approach teaching the course now that command terms are no longer associated with each dot point and using a thematic approach to teaching will also be discussed.

**NEW WORKSHOP 38: Designing VCE Assessment Tasks That Don't Mimic Exams**

Maria James, Curriculum Manager, Science, VCAA

Although schools are increasingly expected to teach and assess capabilities, enterprise skills, 21st century skills and/or future skills, this is not reflected in the School Assessed Coursework tasks (SACs) in the VCE as shown in the VCAA SAC audits. The majority of SACs are still exam-mimicking tasks. This workshop will focus on using a backwards-design process to explore and develop SAC tasks that assess a broader range of skills than can be assessed through examinations and tests. Participants will be provided with take-away exemplars and SAC planners.

## 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 14 February 2018**
- 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 14 February 2018**.

### 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 19 February 2018**.

### 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](http://www.cdes.com.au) OR

by emailing, faxing or posting the completed Registration Form  
by **5pm on Wednesday 14 February 2018** to:

CDES Pty Ltd. C/- Access Education  
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