



CARTER DOWN EDUCATIONAL SERVICES PTY LTD

www.cdes.com.au

21st Annual Psychology Teachers' Conference

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

Friday 22 February 2019

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 – 9:55am	VCAA Update: <i>Erin Wilson, STEM Manager Science (Psychology), VCAA and Dr Meredith McKague, Chief Assessor, VCE Psychology</i>
10.05am – 11.05am	Session 1 Workshops
11.05am – 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 2019 are denoted **NEW**

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

Deana 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 2: Where do I Start? I'm a First Time Psychology Teacher

Kristy Kendall, Toorak College, Mt Eliza Secondary College

This session is a guide to the ins and outs of VCE Psychology. It is pitched at beginning teachers but may also be helpful for experienced teachers new to teaching 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. Learn how to get a balance in your classroom and have time for all the things you would love to do with your class.

NEW WORKSHOP 3: Understanding the Biology/Physiology in VCE Psychology

Kate Gallagher, Haileybury College, Brighton

This session aims to build your confidence in teaching some of the more difficult biological aspects of the course, such as neurotransmitter functioning, lock and key theory, the role of dopamine in Parkinson's Disease, the role of neurohormones and different brain regions involved in memory, neural plasticity, (LTP & LTD), as well as GABA dysfunction and agonist medications used to overcome this (Benzodiazepines). Lots of useful ideas for teaching these concepts, including online resources, worksheets and practical/logbook activities will be provided.

NEW WORKSHOP 4: Hints & Tips for Teachers New to Teaching Units 1 & 2 Psychology

Kristen Watson, St Joseph's College, Echuca

This workshop aims to provide Psychology teachers with a selection of organisational strategies, tips for motivation, engaging classroom activities that are hands on, best utilisation of technology and revision ideas to maximise students' potential. Resources will include handouts and links to online activities.

WORKSHOP 5: Activities & Ideas for Teaching U1, 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 relevant resources to make learning in this Area of Study fun. Resources include videos, quizzes, practical activities, creative tasks and more!

WORKSHOP 6: Activities & Ideas for Teaching U1, AoS 2: What influences psychological development?

Ashleigh Manning, Mt Eliza Secondary College

This workshop examines the boundaries of each dot point in this Area of Study. The presentation will include some of the 'golden-oldies' activities used to teach psychological development and mental health and also some new alternatives designed to enhance students' understanding of the interactive factors that contribute to psychological development.

WORKSHOP 7: 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.

NEW WORKSHOP 8: Activities & Ideas for Teaching U2, AoS 2: How are people influenced to behave in particular ways?

James Meade, St Bede's College, Mentone

This session aims to provide teachers with a range of fun in-class activities to engage and challenge students to think about the influences on their own behaviours and how they may influence others. Assessment task options and links to various resources will be explored.

WORKSHOP 9: Making Research Methods & Ethics Fun in Units 1 & 2

Kim Russell, Sandringham College

This workshop demonstrates how to enliven what can be a very dry section of the course. Given its importance 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 10: Assessment Tasks for Units 1 & 2

Clare Sharkie, Glen Waverley Secondary College

This workshop will provide a range of formative and summative assessment tasks, as well as activities that gauge student understanding of key concepts and skills in Units 1 & 2.

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 relevant news articles.

NEW WORKSHOP 12: Visible Thinking in 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.

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 providing 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.

NEW WORKSHOP 14: Clarifying and Interpreting the Nuances of the Study Design

Erin Wilson, STEM Manager (VCE Psychology & Biology), VCAA

This workshop provides teachers with the opportunity to clarify the scope and their understanding of the key knowledge and key skills specified for Units 3 & 4 Psychology. The session will be in the form of a discussion. Teachers who opt for this session will be invited to submit questions prior to the Conference which will be addressed during the workshop.

WORKSHOP 15: Activities & Ideas for Teaching U3 AoS 1: How does the nervous system enable psychological functioning?

Meg Adem, Brighton Grammar School

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.

WORKSHOP 16: Activities & Ideas for Teaching U3 AoS 2: How do people learn and remember?

Emma Mihocic, Parade College, Bundoora & Alex Smith, Saint Ignatius College, Geelong

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. Exam tips, practice exam questions and ideas to drive student learning will be presented.

NEW WORKSHOP 17: Assessment Tasks for Unit 3

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

This session aims to help teachers interpret the assessment requirements for Unit 3. A variety of SACs that could be used in Unit 3 will be discussed and a possible timeline for completing SACs will also be presented.

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

Shona Perrin, Koo Wee Rup Secondary College

This workshop is designed to provide exciting and interesting ways to address the key knowledge in U4, AoS 1. Teachers will be presented with a range of engaging ideas, activities, resources and assessment ideas pertaining to this Area of Study.

WORKSHOP 19: Activities & Ideas for Teaching U4 AoS 2: What influences mental wellbeing?

Adina Wolters, Mount Scopus College, Burwood

There are four sub-headings and 13 dot points in Unit 4, AoS 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.

WORKSHOP 20: 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, AoS 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 21: 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, AoS 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 will prepare students for the structured scientific poster.

NEW WORKSHOP 22: Paper-Free Student Directed Practical Investigation in Units 3 & 4

Adina Wolters, Mount Scopus College, Burwood

There are many online tools that can be used to facilitate the collection and organisation of data and the presentation of the poster. Let me show you what I did in 2018 with things like *Google forms* and *Lucidpress*.

WORKSHOP 23: Assessment Tasks for Unit 4

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

This session aims to assist teachers to interpret what assessment is required for Unit 4. VCAA's requirements for Unit 4 assessment will be explored and a variety of different SACs for Outcomes 1 & 2 and ideas on how to tackle the assessment for Outcome 3 (*the structured scientific poster of a practical investigation*) will be presented.

NEW WORKSHOP 24: Incorporating Research Methods & Scientific Skills into Units 3 & 4

Dan Sherlock, Rowville Secondary College

Explicit delivery of research methods material can be both dry and unpopular for students. This workshop will deliver a range of resources and strategies that will assist teachers to integrate research methods and ethics within the Key Knowledge for each of the Areas of Study in Units 3 & 4 providing a more consistent presence of scientific skills throughout the VCE Psychology course.

WORKSHOP 25: Awesome Resources for Units 3 & 4

Louise Mansfield & Maria Gonsalvez, 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.

NEW WORKSHOP 26: Developing Key Science and Critical Thinking Skills in Units 3 & 4 Psychology

Dr Meredith McKague, VCE Psychology Chief Assessor, VCAA

In this workshop techniques and resources to develop students' ability to critically evaluate different sources of information for communicating psychological knowledge will be explored. Ways to help students appreciate the difference between primary and secondary sources of information, including the difference between media reporting on science and peer-reviewed scientific journal articles will be presented. Two examples (from memory and social learning) of how to engage with an original source to both deepen understanding of the content and develop an appreciation of critical evaluation, including consideration of the reliability and validity of measures will be discussed. Hyperlinks to quality sources of information on many topics in the Study Design will be presented.

WORKSHOP 27: 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 28: Promoting Autonomy & Independence in Psychology Students

Justin Griggs, Marcellin College, Bulleen

This workshop will look at one way to structure the Units 3&4 course to challenge students at all levels and maximise student-directed learning time and teacher feedback. 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 29: Review of the 2018 Units 3 & 4 Exam

Dr Meredith McKague, VCE Psychology Chief Assessor, VCAA

In this workshop the 2018 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.

NEW WORKSHOP 30: Linking Areas of Study Across Units 3 & 4 with Emphasis on the 10-mark Question

Lucie Young, Carey Baptist Grammar School, Kew

In the current Study Design, students are required to cross-reference concepts across Areas of Study and across Units. Students therefore need to have a global understanding of the links between all key knowledge in Units 3 & 4. This session will explore the connections across Units 3 & 4 and consider some of the possible combinations of topics to assist students with exam preparation. Revision activities and sample 10-mark questions will be provided to show how it is possible for examiners to ask students questions that cross Areas of Study within a single scenario.

WORKSHOP 31: How to Tackle a 10-mark Extended Response Exam Question

Kate Gallagher, Haileybury College, 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 regular teaching and assessments, including School Assessed Coursework will be presented.

WORKSHOP 32: Tips & Tricks for the Final Race: Building Skills for the Units 3 & 4 Exam

Alisha Muller, Haileybury College, Berwick

Want to make sure your students have the skills to thrive and maximise their results in Units 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.

NEW WORKSHOP 33: Using Data to Build and Boost Scores in Units 3 & 4 Psychology

Ashleigh Manning, Mt Eliza Secondary College

In this session we will look at how to unpack and use data sets (such as Statistical Moderation Reports, Scaling Reports, VASS Reports, VCAA assessment reports, and your school's Learning Data) to best understand and prepare students for success in Units 3 and 4. We will also look at how high impact teaching strategies can effectively support and extend lower, middle and upper band students to maximise learning outcomes.

WORKSHOP 34: 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 to 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 35: Not Another Revision Sheet – Alternative Ideas for Revising Content

Jessica White, Mooroopna Secondary College

Are you looking for different ideas for revision apart from using the traditional worksheet with questions that students are asked to respond to in writing? In this session we will explore different strategies to help students revise content in a more interactive and engaging way.

NEW WORKSHOP 36: Technology in Psychology: Websites & Programs to Engage Students & Save Time.

Melissa Vecchio, Melbourne Grammar School

In this workshop teachers will be able to try several interactive tools for use in the classroom. Updates of Kahoot, Quizlet Live, Quizizz, Pear Deck and others will be examined as well as websites and programs such as Zipgrade, Class Hook and Microsoft Excel. Teachers will learn how to use these programs to save time marking and assessing student work. In addition, some quick tips and tricks to help when marking worksheets and jazzing up your PowerPoint Presentations will be provided.

NEW WORKSHOP 37: IB Psychology 2018 – What the Future Holds.

Stephanie Walton, Carey Baptist Grammar School, Kew

This presentation aims to decipher the complexities of the new course, including the issues surrounding the recent updates to the syllabus. A variety of resources and how to use them to ensure that the course is student led and allows for conceptual links between approaches and options will be presented. Advice for student IA's, the 'guidance' column and questions regarding most effective assessment in class to prepare students for external exams will also be explored.

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 13 February 2019**
- 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 13 February 2019**.

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 18 February 2019**.

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 emailing, faxing or posting the completed Registration Form
by 5pm on Wednesday 13 February 2019 to:

CDES Pty Ltd. C/- Access Education
PO Box 2295, Moorabbin VIC 3189. Phone: 1300 338 222
Email: registrations@cdes.com.au Fax: 1300 315 708