

**CDES** 

CARTER DOWN EDUCATIONAL SERVICES PTY LTD

[www.cdes.com.au](http://www.cdes.com.au)

---

# 22nd Annual Psychology Teachers' Conference

---

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

**Friday 28 February 2020**

Registration Fee of \$350 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 – 10:00am	VCAA Update: <i>Erin Wilson, STEM Manager Science (Psychology), VCAA and Dr Meredith McKague, Chief Assessor, VCE Psychology</i>
10:10am – 11:10am	<b>Session 1</b> Workshops
11:10am – 11:40am	Morning Tea & Resource Display
11:40am – 12:40pm	<b>Session 2</b> Workshops
12:40pm – 1:40pm	Lunch & Resource Display
1:40pm – 2:40pm	<b>Session 3</b> Workshops
2:50pm – 3:50pm	<b>Session 4</b> Workshops
3:50pm – 4:50pm	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 2020 are denoted **NEW**

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

#### Psychology Teacher

Adina Walters, Mount Scopus College, Burwood

This session is a guide to the ins and outs of VCE Psychology. It is pitched at beginning teachers in VCE Psychology but may also be helpful for experienced teachers new to teaching Psychology. It covers everything from unpacking 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 2: Planning School-Based Assessment for Teachers New to VCE Psychology

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

Are you new to teaching VCE Psychology or new to teaching the current version of VCE Psychology? Are you unsure of the VCAA requirements in relation to school-based assessment? This workshop will focus on supporting teachers new to VCE Psychology to develop school-based coursework tasks that meet the VCAA assessment standards and requirements, including the VCE Assessment Principles.

### **NEW** WORKSHOP 3: A Year 10 Course to Prepare Students for VCE Psychology Units 1 & 2

Alex Simpson, Saint Ignatius College, Geelong

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 interesting activities and assessment tasks suitable for a Year 10 Psychology course will be presented.

### **NEW** WORKSHOP 4: Key Science Skills – Embedding Classical and Contemporary Research Within Units 3 & 4

Emma Mihocic, Parade College, Bundoora

One of the biggest challenges we face as Psychology teachers is how to improve our students' understanding of and ability to perform the key science skills. This workshop will focus on how classical and contemporary research can be utilised to improve students' understanding of important research methods concepts.

### WORKSHOP 5: Understanding the Biology/Physiology in VCE Psychology

Kate Gallagher, Haileybury College, Brighton

This session aims to build confidence in teaching some of the more difficult biological concepts in 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 (Benzodiazepines) used to overcome this. Useful ideas for teaching these concepts, including online resources, worksheets and practical/logbook activities will be provided.

### **NEW** WORKSHOP 6: Enhancing Engagement in Units 1-4 Psychology Using a Bizarre Case Study

Robert New, Methodist Ladies College, Kew

This session will provide participants with an understanding of the fascinating case study of SM – 'the woman with no fear' – the result of damage to the fear processing part of her brain. The research into her condition will be unpacked and links made to key knowledge in VCE Psychology Units 1-4 and IB Psychology to illustrate the structure and function of the brain, genetics, evolution, human behaviour and cognition.

### **NEW** WORKSHOP 7: Activities in Units 1-4 to Engage Reluctant Learners

Jessica White, Greater Shepparton College

This session aims to present a variety of hands-on, engaging and practical classroom activities linked to key knowledge across Units 1-4 that are accessible for learners at all levels and specifically targeted at students who are reluctant to engage in reading, writing, or textbook tasks in and out of class.

### **NEW** WORKSHOP 8: Using Coursework Booklets for a Disengaged Cohort

Maddie Cole, Swinburne Senior Secondary College, Hawthorn

Participants will be shown how clear and structured coursework booklets can engage students who otherwise may not complete work in class or at home. The AoS specific booklets offer a range of questions and activities designed to prepare students for SACs. The use of these booklets have improved student SAC performance when compared to completing questions from a textbook.

### WORKSHOP 9: 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, hands-on classroom activities, best utilisation of technology and revision ideas to maximise students' potential. Resources will include handouts and links to online activities.

### WORKSHOP 10: 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 11: Activities & Ideas for Teaching U1, AoS 2: What influences psychological development?

Ashleigh Manning, Mount Eliza Secondary College

This workshop examines the boundaries of all dot-points in this Area of Study. It 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 12: Activities & Ideas for Teaching U2, AoS 1: What influences a person's perception of the world?

Narelle Bridgfoot, Myrtleford P-12 College

This workshop provides teachers with a range of ideas and resources to teach the key knowledge and skills in this Area of Study. Each dot-point will be explored and relevant 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 13: 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 14: 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 15: Dissections – Demonstrations of Logbook Activities for Units 1 & 2**

Kim Russell, Sandringham College

By dissecting a sheep's brain and a bull's eye, this hands-on workshop demonstrates how to identify anatomical structures relevant to the key knowledge in U1, AoS 1: How does the brain function? and in U2, AoS 1: What influences a person's perception of the world? Organisation and management issues will be addressed and participants will develop confidence to lead students in undertaking dissections in their own classroom.

**NEW WORKSHOP 16: Assessment Tasks for Units 1 & 2**

Louise Mansfield, St Peter's College, Cranbourne

This workshop will provide resources and ideas to assist teachers in preparing, revising and delivering assessment tasks that focus on collaboration, metacognition and an understanding of command terms.

**NEW WORKSHOP 17: Awesome Resources for Units 1 & 2**

Salvina Noonan, Simonds Catholic College, North Fitzroy

In this session engaging and relevant resources for U1 & 2 will be presented, including classroom tasks, practical activities, multimedia suggestions and assessment ideas. Reference to the U3 & 4 course will be made to highlight the essential connections between units.

**WORKSHOP 18: Visible Thinking in Units 1 & 2 Psychology**

Kara Baxter, Mentone Grammar School

This workshop is designed for teachers to unlock students' thinking processes as they learn psychological concepts in Year 11 Psychology. It will unpack Project Zero thinking routines and their application to the U1 & 2 Psychology course. Examples of thinking routines will be demonstrated to highlight how learning experiences are created where learners think about what they are learning which enhances understanding and knowledge.

**NEW WORKSHOP 19: Flipping Units 1 & 2, Challenges and Solutions**

Katherine Patmore, Emmaus College, Vermont South

Have you ever thought of flipping U1 & 2? This workshop will provide teachers with the necessary information and tools to implement this change within their schools. Teachers will be provided with timelines and suggested variations to the course, as well as suitable assessment tasks.

**NEW WORKSHOP 20: Teaching Units 3 & 4 Psychology for the First Time**

Corissa Rieschick, Drouin Secondary College

This workshop will provide information that those teaching U3 & 4 for the first time should really know. It aims to provide groundwork for breaking down the Study Design, planning a timeline, how to incorporate multiple resources. The value of moderation will also be explained.

**NEW WORKSHOP 21: Activities & Ideas for Teaching U3, AoS 1: How does the nervous system enable psychological functioning?**

Clare Sharkie and Amelia Bone, Glen Waverley Secondary College

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 provided.

**NEW WORKSHOP 22: Activities & Ideas for Teaching U3, AoS 2: How do people learn and remember?**

Stephanie Walton, Melbourne Girls' Grammar School

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 shared.

**WORKSHOP 23: 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 provides 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.

**NEW WORKSHOP 24: Activities & Ideas for Teaching U4, AoS 2: What influences mental wellbeing?**

Elsbeth Zeegers, Holy Trinity Lutheran School, Horsham

There are four sub-headings and 13 dot-points in U4, 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.

**NEW WORKSHOP 25: Maximising Learning Through the Scientific Poster**

Meg Adem, Brighton Grammar School

This workshop will consider how scientific posters are not only a form of assessment, but also a powerful tool for teaching and learning key knowledge and key science skills in VCE Psychology. We will look at how collection of primary data can be a meaningful way for students to build their understanding of the key knowledge in U3 & 4, with reference also to key knowledge in U1 & 2. The essential elements of the scientific poster including the VCAA guidelines will be reviewed. **Participants are encouraged to bring a laptop.**

**WORKSHOP 26: Incorporating Research Methods & Scientific Skills into Units 3 & 4**

Dan Sherlock, Marcellin College, Bundoora

Explicit delivery of research methods material can be both dry and disengaging 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 U3 & 4 providing a more consistent presence of scientific skills throughout the VCE Psychology course.

**NEW WORKSHOP 27: Assessment Tasks for Units 3 & 4**

Karen Whelan, Methodist Ladies College, Kew & Kerrie Ardley, Scotch College, Hawthorn

This session aims to help teachers interpret the assessment requirements for U3 & 4. VCAA's requirements for U3 & 4 assessment will be explored. 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 28: Awesome Resources for Units 3 & 4**

Alisha Muller, Haileybury College, Berwick

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

**NEW WORKSHOP 29: Review of the 2019 Units 3 & 4 Exam**

Dr Meredith McKague, VCE Psychology Chief Assessor, VCAA

In this workshop the 2019 exam will be reviewed and common student misunderstandings highlighted. The short answer questions will be discussed and time will be spent considering how students could approach answering the 10-mark extended response question.

**NEW WORKSHOP 30: Maximising Student Responses to Short Answer Questions in the Exam**

Nicole Haythorpe, Caulfield Grammar School

Scaffold your approach across the year with a number of useful strategies that have worked with students to improve their understanding of how to answer short answer questions.

**WORKSHOP 31: 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 U3 & 4. This session will explore the connections across U3 & 4 and consider 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 32: 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 33: 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.

## **NEW** WORKSHOP 34: Thinking Outside the Square – Pushing Your Units 3 & 4 Cohort

Karen Whelan, Methodist Ladies College, Kew & Kerrie Ardley, Scotch College, Hawthorn  
This session aims to assist teachers with strategies to help push students to the 'next level'. For example, some ideas of how to push a low end student into the middle range, or a middle range student into the upper range will be presented. Higher order thinking processes and strategies for how to keep up with the workload and the study required for success will be discussed.

## **NEW** WORKSHOP 35: Optimising Exam Performance

Lisa Fritz and Georgie Clegg, Braemar College, Woodend  
This workshop will provide a step-by-step approach to preparing students for the exam that enables them to survive the revision challenges, thrive during their exam preparation and optimise their study score. By focusing on student engagement, this workshop delivers a plan to improve student knowledge, skills and achievement. It will provide teachers with interesting and engaging activities that students will love by using a plan that's easy to implement.

## WORKSHOP 36: 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 U3 & 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 37: Exam Preparation for Units 3 & 4

Amy Mazzitelli, Berry Street School, Noble Park Campus  
This workshop will assist teachers to dissect past exam questions to create valuable resources that can help prepare students for the end of year exam. Advice, tools and tips will be provided to make it all a little less daunting and more familiar and accessible for students.

## WORKSHOP 38: Not Another Revision Sheet – Alternative Ideas for Revising Content

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

## WORKSHOP 39: 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 U3 & 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.

## **NEW** WORKSHOP 40: Technology in Psychology – Websites & Programs to Engage Students and Save Time

James Meade, St Bede's College, Mentone  
This workshop examines websites and programs to engage students and save time. Participants will have the opportunity to try several interactive classroom tools. Updates of Kahoot, Quizlet Live, Quizizz, and others are examined. The use of websites/programs such as Zipgrade, Google Forms and Microsoft Excel in delivering content and as part of assessment are covered. **Participants should bring an internet connectable device** to explore the programs and sites being presented. There will also be opportunities to share your own ideas.

## **NEW** WORKSHOP 41: IB Psychology – Marking Paper 1 – What you need to know

Stephanie Walton, Melbourne Girls' Grammar School  
Do you want to understand how Paper 1 is marked? Do you want to explain to your students what differentiates a high scoring essay from a low scoring essay? This workshop is a crash course in how to mark Paper 1, using examples of student work to grade short answer questions and essays. The aim is to give teachers the skills to provide quality feedback to students in order to best prepare them for Paper 1. There will be some cross-over with marking Paper 2.

## **NEW** WORKSHOP 42: 2020 VCAA Curriculum Review

Erin Wilson, STEM Manager (VCE Psychology & Biology), VCAA  
This session is an interactive extension of the VCAA Update. What have the 2019 SAC audits for U3 & 4 revealed about assessment in the current Study Design? How can teachers use the VCE Assessment Principles to develop engaging and compliant SAC tasks? What are the issues in Psychology education, curriculum and implementation that may impact on a review of the current Study Design? Feedback from this session will be collated and considered as part of the next review of VCE Psychology.

## 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 19 February 2020**
- 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 19 February 2020**.

### 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 24 February 2020**.

### Parking

**New arrangements: Due to renovations, there will be NO PARKING available in the Members' Carpark.** All event parking is now in the free Centre carpark accessible from **Dean Street via Gate 6**, or **Wilson Street via Gate 7**. Limited **disabled car parking** is available from **Thomas Street, via Gate 10**. Additional disabled parking is available in the Centre carpark.

### 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 comfort, it is recommended that you be mindful of this 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 19 February 2020** 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