

# CDES

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## 23rd Annual Psychology Teachers' Conference – Delivered Virtually

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

**Friday 26 February 2021**

Registration Fee of \$290 includes downloadable notes from all workshops

## Program

9:00am – 10:00am	<b>VCAA Update</b> Erin Wilson, STEM Manager – Science (Psychology), VCAA and Dr Meredith McKague, Chief Assessor, VCE Psychology
10:15am – 11:15am	<b>Session 1</b> Workshops
11:30am – 12:30pm	<b>Session 2</b> Workshops
12:45pm – 1:45pm	<b>Session 3</b> Review of the 2020 Units 3 & 4 Exam Dr Meredith McKague
2:00pm – 3:00pm	<b>Session 4</b> Workshops
3:15pm – 4:15pm	<b>Session 5</b> Workshops

## Workshops

The format for the 2021 CDES Annual Psychology Teachers' Conference will differ from previous years. In 2021, the Conference will be conducted virtually using Zoom webinars. There will be **five** workshop sessions as well as a VCAA Update.

During Sessions 1, 2, 4 and 5, there will be **six** different workshops available from which to select. Selections will be made by clicking on the relevant webinar link on the day. In Session 3 only **one** workshop will be presented – Review of the 2020 Units 3 & 4 Exam.

Participant numbers in each workshop are unlimited, therefore participants are **NOT** required to select workshop preferences as part of the registration process in 2021.

Registered participants will receive the Workshop timetable and the links for ALL workshops close to the conference date. As always, workshop notes for ALL workshops will be available after the Conference.

Sessions offered for the first time and/or with a new presenter in 2021 are denoted **NEW**

### **NEW** WORKSHOP 1: Reimagining Year 10 Psychology Content

Dan Sherlock, Marcellin College, Bundoora

Like to refresh your pre-VCE Psychology curriculum? This workshop examines a range of concepts as potential new units of work. It incorporates some engaging resources, unique assessment tasks and thought-provoking activities. Particular focus will be on: media representations of psychology in today's society; what psychology might look like in the future; developing science skills and embracing academic research for scientific investigations to prepare students for VCE Psychology without replicating the VCAA curriculum.

### **WORKSHOP 2: 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 teaching Units 1 & 2 for the first time with a selection of organisational strategies, tips for motivation, engaging, hands-on classroom activities, online resources and revision ideas to maximise students' learning.

### **WORKSHOP 3: Activities in Units 1 & 2 to Engage Reluctant Learners**

Jessica White, Greater Shepparton Secondary College

This session aims to present a variety of hands-on, engaging and practical classroom activities linked to key knowledge across Units 1 and 2 that are accessible for learners at all levels but are specifically targeted to students reluctant to engage in reading, writing, or textbook tasks.

### **NEW** WORKSHOP 4: Activities & Ideas for Teaching Unit 1

Maria Gonsalvez, Siena College, Camberwell

This workshop showcases a range of activities relevant to brain function and psychological development, suited to a variety of abilities and learning styles. Resources include learning activities, logbook activities, revision ideas and assessment ideas. These resources can be easily adapted or used as they are.

### **NEW** WORKSHOP 5: Activities & Ideas for Teaching Unit 2

Merav Chait, South Oakleigh Secondary College

This session will present practical, engaging and rigorous activities to build students' knowledge and skills in Unit 2. Strategies to build literacy and writing skills throughout Unit 2, particularly for research report writing will be discussed.

### **NEW** WORKSHOP 6: Assessment Tasks that Differentiate in Units 1 & 2

Lisa Fritz & Georgie Clegg, Braemar College, Woodend

This workshop will provide a variety of methods and techniques to assist in developing School Assessed Coursework that cater to a range of students' strengths and abilities. Examples of question types and tasks that ensure differentiation of students' abilities and provide them with a variety of assessment techniques will be considered. The intention is to equip students in Units 1 & 2 with the key skills required to successfully tackle Units 3 & 4.

### **WORKSHOP 7: Awesome Resources for Units 1 & 2**

Salvina Noonan, Our Lady of the Sacred Heart College, Bentleigh

In this session, engaging and relevant resources for Units 1 & 2 will be presented, including classroom tasks, practical activities, multimedia suggestions and assessment ideas. Reference to the Units 3 & 4 course will be made to highlight the essential connections between units.

### **NEW** WORKSHOP 8: How to Look Like an ICT Guru Without Being One – Engaging ICT Activities for Units 1 & 2

Belinda Dennis & Bronnie Bishop, Bendigo Senior Secondary College

This workshop will provide the 'what' and 'how' for using a variety of free (or low cost) ICT programs in the classroom to engage students in Units 1 & 2. Activities to work collaboratively, encouraging deeper levels of thinking and improving recall of concepts as well as formative assessment to improve student outcomes include *Google Suite/Office 365*; *Mentimeter/Poll Everywhere*, *Anki*, *Kahootz*, *ZipGrade*, *Quizlet*, and *Exam.net*. Bring your ideas to share too!

### **NEW** WORKSHOP 9: Getting a Head Start: Building Skills in Units 1 & 2 for Units 3 & 4 Psychology

Alisha Muller, Haileybury College, Berwick

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

### **WORKSHOP 10: Teaching Units 3 & 4 for the First Time**

Corissa Rieschick, Drouin Secondary College

This workshop will provide information that those teaching Units 3 & 4 for the first time should really know. It aims to provide the groundwork for unpacking the Study Design, developing a timeline, and how to incorporate various resources. The value of moderation will also be explained.

**NEW WORKSHOP 11: Understanding the Challenging Content in Units 3 & 4**

Adina Wolters, Mount Scopus College, Burwood

Through analysis of examiners' reports from past exams in the current Study Design, it is clear that there are some areas of the course that continue to baffle students. Techniques to help students manage these more challenging concepts confidently will be presented in this session. The focus will be on the comprehension of key knowledge rather than exam techniques.

**NEW WORKSHOP 12: Activities & Ideas for Teaching Unit 3**

Louise Mansfield, St Peter's College, Cranbourne

This session will focus on high impact learning activities for Unit 3 designed to enhance metacognition, collaboration and higher order thinking skills.

**NEW WORKSHOP 13: Activities & Ideas for Teaching Unit 4**

Meg Adem, Brighton Grammar School

This workshop provides exciting and interesting ways to address the key knowledge in Unit 4. Teachers will be presented with a range of engaging ideas, resources and assessment tasks, including a focus on the scientific poster.

**NEW WORKSHOP 14: Awesome Resources for Units 3 & 4**

Alex Simpson, St Ignatius College, Geelong

In this session teachers will explore great resources both to engage students in learning and to maximise learning outcomes. Teachers will leave with numerous online resources, activities and ideas related to the Units 3 & 4 Study Design. Participants are encouraged to bring ideas and resources to share.

**NEW WORKSHOP 15: Google is Suite for Education in Units 3 & 4 Psychology**

Casey Moseley, Tarneit Senior College

Discover the application of Google for Education Suite within the context of Unit 3 & 4. Explore the development of a structured Google site, fully resourced and accessible to students. Engage in the implementation of Google Classroom to deliver, monitor and assess student tasks and outcomes. Employ a range of digital tools to support student learning, collaboration and communication. The digital world of education through Google is at your fingertips and the possibilities are limited only by your imagination.

**WORKSHOP 16: Thinking Outside the Square – Pushing Your Units 3 & 4 Cohort**

Karen Whelan, Shelford Girls' Grammar School, Caulfield & 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 17: Targeted Formative Assessment to Build Question Literacy & Response Skills**

Chris Heath, Methodist Ladies College, Kew

This workshop will discuss a series of small-scale, format-agnostic formative strategies to meet the demands of an increasingly technical examination and course of study. These strategies can be used to scaffold the development of skills needed to successfully answer exam style questions, including interpreting the question, identifying relevant concepts and key knowledge, using key words, and structuring relevant responses.

**NEW WORKSHOP 18: Gamifying Revision: Revising Units 3 & 4 Content in a Meaningful Way**

Paul Kupsch & Emma Ford, Korowa Anglican Girls' School, Glen Iris

This session will focus on using Psychology specific games and interactive activities designed to target critical thinking skills when revising content from Units 3 & 4. Teachers will be presented with ideas and unique resources and activities to make revision more collaborative and effective, including a murder mystery game, 'Psychopoly,' Taboo cards, a VCAA exam audit template, a structured study buddy system and more.

**WORKSHOP 19: 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 skills in answering short answer questions in the exam.

**WORKSHOP 20: 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. Ideas for how to integrate these questions into regular teaching and assessments, including School Assessed Coursework will also be presented.

**NEW WORKSHOP 21: Using Data to Build and Boost Scores in Units 3 & 4**

Ashleigh Manning, Mount 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 & 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 22: Review of the 2020 Units 3 & 4 Exam**

Dr Meredith Mc Kague, University of Melbourne

This workshop will review the 2020 exam focusing on common student misunderstandings and on clarifying the rationale behind the approach to assessment. Time will be spent considering how students could approach answering the 10-mark extended response question.

**WORKSHOP 23: Making Research Methods and Ethics Fun in Units 1–4**

Kim Russell, Sandringham College

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

**NEW WORKSHOP 24: Using Media to Help Build Knowledge & Scientific Skills for Units 1–4**

Lee Dalton, Shelford Girls' Grammar School, Caulfield

This workshop aims to provide examples that will assist teachers in creating new and interesting resources using different media sources to support students' understanding of key knowledge and application of research methods.

**NEW WORKSHOP 25: Quasi-flipped Classrooms for Units 1–4**

Marcus Laging, Swinburne Senior Secondary College

This session looks at a new classroom structure for teaching VCE Psychology. The 'Quasi-Flipped' structure takes elements of a flipped classroom and combines them with differentiated classroom practices. It also allows teachers to have one on one time with their students in each class whilst providing time and space for regular feedback on student work.

## TERMS AND CONDITIONS

### Using the Zoom webinar platform

- You will need to set up a (free) Zoom account **using the email address provided when registering for the Conference.**
- Please record your Zoom password securely. We are unable to assist with the inability to access Zoom webinars as a result of a forgotten password or if you have been blocked by Zoom due to too many incorrect attempts at accessing your account.
- The webinars cannot be accessed on multiple devices using the same Zoom account. If others use your Zoom account to login to the webinars, only the first device logged in will be able to join the webinar. Any subsequent attempts to join the webinar will be blocked by Zoom.

### Access to workshop links

- The Workshop timetable and Zoom webinar links for each workshop will be emailed to registered Conference participants close to the Conference date.

### Conditions of application

- Closing date for applications: **Friday 19 February 2021**
- Late applications may not be accepted.
- The organisers reserve the right to change or cancel a workshop.
- 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 **Friday 19 February 2021.**

### 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.

### Payment

- Payment Terms are strictly Nett 28 days.
- **The Registration Form also serves as a Tax Invoice.**
- Payment can be made by direct debit or cheque.

### 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:

Email: registrations@cdes.com.au

Phone: 1300 338 222 Fax: 1300 315 708

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 Friday 19 February 2021** to:  
CDES Pty Ltd. C/- Access Education  
PO Box 2295, Moorabbin VIC 3189.  
Email: registrations@cdes.com.au  
Phone: 1300 338 222 Fax: 1300 315 708

# 2021 CDES Psychology Teachers' Virtual Conference Registration Form/Tax Invoice

CDES Pty Ltd. ABN: 58 140 442 664

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During Sessions 1,2, 4 and 5, there will be **six** different workshops available from which to select. Selections will be made by clicking on the relevant webinar link on the day of the Conference. In Session 3 only **one** workshop will be presented – Review of the 2020 Units 3 & 4 Exam.

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Registered participants will receive the Workshop timetable and the links for ALL workshops close to the conference date. As always, workshop notes will be available for ALL workshops after the Conference.

Registrations can be completed online at [www.cdes.com.au](http://www.cdes.com.au) or by scanning and emailing the completed Registration Form to [registrations@cdes.com.au](mailto:registrations@cdes.com.au) by **5pm on Friday 19 February 2021**. Payment Terms are strictly Nett 28 days.

Name .....

Email .....

Please ensure your Zoom account is registered to this email address

School / Workplace .....

Postal Address .....

P/code .....

Tel .....

Fax .....

Registration @ \$290 (incl GST & 2021 Conference Notes)

2020 USB of Conference Notes @ \$50 (incl GST)

2019 USB of Conference Notes @ \$30 (incl GST)

### PAYMENT METHOD

School Order No .....

Cheque enclosed payable to CDES Pty Ltd

Direct Debit to Account Name: CDES Pty Ltd  
BSB: 083-673 Account No: 16 895 1985

### SEND CHEQUES (PAYABLE TO CDES PTY LTD) WITH REGISTRATION FORM/TAX INVOICE TO:

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

**CLOSING DATE FOR REGISTRATIONS AND PAYMENT:**  
Friday 19 February 2021