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26th Annual Psychology Teachers' Conference – via Webinar

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

Friday 23 February 2024

Registration Fee of \$350 includes recordings and notes from workshops

Program

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|-------------------|--|
| 9:00am – 9:10am | Introduction |
| 9:10am – 9:50am | Session 1: VCAA Update Focusing on School-Based Assessment Erin Wilson, STEM Manager – Science (Psychology), VCAA |
| 10:00am – 11:00am | Session 2: Workshops |
| 11:15am – 12:15pm | Session 3: Workshops |
| 12:30pm – 1:30pm | Session 4: Workshops |
| 2:00pm – 3:00pm | Session 5: Workshops |
| 3:15pm – 4:15pm | Session 6: Chief Assessors' Review of the 2023 Exam – Section B Kerrie Ardley and Matthew DiPetra Chief Assessors, VCE Psychology |

Workshops

The 2024 conference will once again use Zoom Webinars as the platform. There will be six sessions of presentations. The 'VCAA Update' will be the only presentation in Session 1 and the 'Chief Assessors' Review of the 2023 Psychology Examination – Section B' will be the only presentation in Session 6.

In Sessions 2, 3, 4 and 5 there will be a range of workshop topics from which to select. **Workshop selections will be made by clicking on the relevant link for the workshop of your choice on the day of the conference.** Participants are **NOT** required to select workshop preferences when registering. **Registered participants will receive the Workshop Timetable and the links for ALL workshops just prior to the conference date.**

As always, presenters' notes for ALL workshops will be available to registered participants after the conference. All workshops will be recorded and, where possible, made available for viewing later via a link with which participants will be provided. Please note, some recordings may not be available or certain sections edited due to cultural sensitivities or copyright issues. Sessions offered for the first time and/or with a new presenter in 2024 are denoted **NEW**.

SESSIONS 2, 3, 4 & 5 – WORKSHOP OPTIONS

Workshop 1: Designing a Relevant Year 10 Psychology Elective

Melo Conti, De La Salle College, Malvern

This workshop will step you through a one semester Year 10 Psychology elective which has an emphasis on the key science skills that are a core component of VCE Psychology. Topics covered include: mental health, lying, leadership & learning, neurobiology, sport and consumer psychology. Clear examples will be provided of practical activities that develop students' skills in applying the scientific method to the study of the brain and behaviour.

Workshop 2: Hints & Tips for Teachers New to Teaching Units 1 & 2 Psychology

Kristen Watson, St Joseph's College, Echuca

This workshop is designed for new Psychology educators. It will offer an array of interactive, hands-on activities to ignite students' curiosity. Teachers will be provided with organisational strategies, recommended activities for Units 1 & 2, and a wealth of classroom resources for engaging learning experiences. Furthermore, shared revision strategies will be provided that help students reach their full potential.

Workshop 3: Activities & Ideas for Teaching Unit 1, AoS 1 – What influences psychological development?

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

This workshop will focus on each dot point specified in Unit 1, AoS 1. Classroom tasks, practical activities and multimedia suggestions that help consolidate students' understanding will be presented. Approaches to answering extended response questions will also be explored.

NEW Workshop 4: Activities & Ideas for Teaching Unit 1, AoS 2 – How are mental processes and behaviour influenced by the brain?

Kelsa Taleb, Southern Cross Grammar School, Caroline Springs

This will be an interactive presentation that explores innovative teaching strategies for this area of study. We will explore engaging activities and integrated wellbeing pedagogy. Key highlights of this session include: comprehensive planning documents, student-directed activities and interactive worksheets. Teachers will get practical tools and strategies that will enhance students' understanding of the brain from this workshop.

NEW Workshop 5: Engaging Students in the Units 1 & 2 AoS 3 – How does contemporary psychology conduct and validate psychological research?

Natalie Zuccon, Aquinas College, Ringwood

This workshop will cover ideas, tips and examples for developing and delivering the AoS 3 assessment tasks in both Units 1 & 2. We will look at the variety of presentation formats that teachers can use to develop these tasks so that teachers can identify the format that best suits their school cohort. We will also clarify some relevant concepts from everyone's favourite topic, the key science skills! This workshop will help teachers look for opportunities for student choice and ways to increase student engagement in psychological research.

NEW Workshop 6: Activities & Ideas for Teaching Unit 2, AoS 1 - How are people influenced to behave in particular ways?

Merav Chait, Box Hill High School

Get inspired with practical and engaging activities for this area of study. Hear some ideas for bringing the dot points to life, embedding key science skills and building psychological literacy in Unit 2, AoS 1.

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

Natasha Eshuis, Haileybury College, Keysborough

This session is tailored for both new and experienced educators. It will feature practical, interactive, and challenging activities designed to enhance students' understanding and skills across all the key knowledge dot points in Unit 2, AoS 2. Teachers will receive guidance on structuring their teaching programs and will gain a valuable collection of online resources, exercises, and creative ideas for teaching and learning about the key knowledge in Unit 2, AoS 2.

NEW Workshop 8: Integrating Key Science Skills in Units 1 & 2 Carly Sparrow, Wesley College, Prahran

This session will look at how to create opportunities for students to develop strong foundations in key science skills in Units 1 & 2 so they can prepare for Units 3 and 4 with confidence. We will explore how to embed these skills progressively across all areas of study in the Units 1 & 2 course.

NEW Workshop 9: Assessment for Units 1 & 2

Claire Mosley & Eleanor Rockelmann, Monbulk College

Aiming to support understanding of the requirements for SAC tasks across Units 1 & 2, this session will provide ideas for which SAC types may fit best with specific areas of study, and how to build skills in preparation for Units 3 & 4. Ideas for formative assessment and skill building throughout the year will also be included.

NEW Workshop 10: Skill Building in Year 10 and Units 1 & 2

Alisha Muller, Haileybury College, Brighton

This session will discuss the core skills that students require to experience success in Units 3 & 4 Psychology. Ideas of activities and assessment tasks that can be used to develop these skills in Year 10 and Units 1 & 2 Psychology will be presented.

Workshop 11: Hints & Tips for Teachers New to Teaching Units 3 & 4 Psychology

Adina Walters, Mount Scopus College, Burwood

Welcome to teaching Psychology Units 3 & 4! Together we will explore the current Study Design and look at how to use it as a resource for planning your first year of teaching VCE Psychology. We will cover ways to incorporate content, activities and key science skills into your lessons. We will also consider how to manage some of the more challenging parts of the course through the four different SAC requirements.

NEW Workshop 12: Unpacking Challenging Content in Units 3 & 4 Psychology

Kenna Bradley, Strathmore Secondary College

This workshop will focus on clarifying some of the new and more challenging aspects of the content in Units 3 & 4. This includes: the role of neuromodulators; brain imaging and Alzheimer's Disease; the use of mnemonics by written cultures to increase the encoding, storage and retrieval of information as compared with the use of mnemonics such as sung narrative used by oral cultures, including Aboriginal peoples' use of songlines; brain areas relating to memory; zeitgebers; the role of adrenaline in memory and more!

NEW Workshop 13: Activities & Ideas for Teaching Unit 3, AoS 1 – How does the nervous system enable psychological functioning?

Steph Walton & Jason Mahmoud, Trinity Grammar School, Kew

During this workshop we will explore evidence-based activities and approaches to teaching and learning, formative and summative assessment relevant to Unit 3, AoS 1. A toolkit of proven activities and techniques for teaching about stress and examples of how to design effective formative and summative assessments that accurately gauge student comprehension and progress will be provided.

Workshop 14: Activities & Ideas for Teaching Unit 3, AoS 2 – How do people learn and remember?

Emma Ford, Camberwell Girls' Grammar School

This workshop will present a diverse array of teaching ideas and engaging activities for Unit 3 AoS 2 including some tried-and-true classics as well as some new resources. It will also address the SAC for this area of study, offering structured guidance, sample questions, and model answers. The workshop will be relevant and helpful to those who are seasoned Psychology teachers, but also those who are early in their career or teaching Unit 3 for the first time and still building their resource bank.

Workshop 15: Activities & Ideas for Teaching Unit 4, AoS 1 – How does sleep affect mental processes and behaviour?

Thea Carbines, Gordon TAFE, Geelong

This workshop is designed to provide practical and engaging ideas and resources to cover the key knowledge specified in this area of study. There will be a focus on ways to integrate the key science skills through classroom and logbook activities, as well as an exploration of assessment options.

Workshop 16: Activities & Ideas for Teaching Unit 4, AoS 2 – What influences mental wellbeing?

Paul Kupsch, Korowa Anglican Girls' School, Glen Iris

In this workshop, various teaching exercises and activities will be outlined for comprehending key knowledge for this Unit 4 area of study. Suggestions for SACs as well as guidelines and practical ideas for integrating the key science skills with relevant key knowledge content across Units 3 & 4 will be presented.

NEW Workshop 17: Aboriginal and Torres Strait Islander Peoples' Approaches to Social and Emotional Wellbeing – Unit 4, AoS 2

Tania Dalton and Kerrie Kellie, First Nations Psychologists with Strong SEWB with Meredith McKague, University of Melbourne

In this workshop, Tania and Kerrie share their expertise as First Nations' psychologists to explain First Nations' concepts of social and emotional wellbeing (SEWB) and demonstrate how these relate to the cultural determinants, cultural continuity and self-determination. Tania and Kerrie will suggest strategies to apply these concepts in appropriate and engaging ways at the level of VCE Psychology.

NEW Workshop 18: Activities & Ideas for Teaching Unit 4, AoS 3 – How is scientific inquiry used to investigate mental processes and psychological functioning?

Kristy Kendall, Toorak College, Mt Eliza

Although key science skills can feel really formulaic, there are still ways to make them interactive. Their true power is in their relatability to every topic and new learnings all around us. This session will look at different dot points in discrete ways and consider the ways that they may be able to be brought to life through class activities.

NEW Workshop 19: Integrating Research Methods Skills for Unit 4, AoS 1 & AoS 2.

Angelina Stojanoska, Melbourne Girls' Grammar School, South Yarra

The aim of the workshop will be to provide Year 12 teachers with practical advice on how to integrate research methods content and exam technique in classroom activities, coursework, and SACs for Unit 4. Teachers will be provided with practical tasks and strategies on how to promote the application of key science skills. Lots of resources will be provided including sample SACs with suggested solutions, worksheets, practical activities, and PowerPoints with explicit reference to specified key knowledge and key science skills.

NEW Workshop 20: Integrating Key Science Skills in Units 3 & 4

Carly Sparrow, Wesley College, Prahran

This session will explore ways to embed key science skills into Units 3 & 4, in an engaging and systematic manner. Suggestions for activities to link the key science skills to key knowledge will be discussed.

NEW Workshop 21: School Based Assessment for Unit 3

Louise Mansfield, Kilbreda College, Mentone

This workshop will help teachers to understand the requirements of the Units 3 & 4 assessment types and explore a range of ways in which the assessment tasks can work for each of the Learning Outcomes in Unit 3. We will consider how to construct a Year 12 SAC that ensures a range of achievement levels and develops a variety of skills. We will also share ways to encourage students to be active in their revision and preparation for assessment in Unit 3.

NEW Workshop 22: School Based Assessment for Unit 4

Alisha Muller, Haileybury College, Berwick

This workshop will deliver an overview of the VCAA assessment requirements for Unit 4 as specified in the 2023-27 Study Design. An explanation of the four specified assessment tasks will be provided, along with details about what is required by students to satisfactorily complete each of these. Ideas of appropriate assessment tasks for each area of study in Unit 4 will be suggested to provide a clear plan of how to tackle assessment.

NEW **Workshop 23: School-based Assessment – What Do I Need to Do, What Can I Innovate and What Should I Change for 2024?**

Erin Wilson, VCAA & Thea Carbines, Gordon TAFE, Geelong

Assessment is a critical part of delivering VCE Psychology across Units 1–4. This workshop will support teachers to consider how they can innovate their assessment tasks to be authentic and engaging as well as meeting all the requirements of the VCE Psychology Study Design and VCE Assessment Principles. Ideas and strategies for each task type at Units 3 and 4 will be discussed as well as general assessment strategies and requirements across Units 1–4.

Workshop 24: Revision Games and Activities for Units 3 & 4

Kathryn D’Elia, Goulburn Valley Grammar School, Shepparton

Cognitive neuroscience research has established the clear value of spaced practice throughout the year rather than ‘cramming’ at the end of the course, but often time constraints on teachers means ongoing inclusion of regular revision activities drops off the priority list. This workshop shares practical ideas for spacing out revision consistently throughout the year, using cognitive science-backed strategies to increase information retention and recall, and help teachers ‘practise what they preach’ about revision and learning information.

Workshop 25: Optimising Exam Performance in Section B

Kate Gallagher, Haileybury College, Brighton

This session will provide strategies for teachers to enhance students’ responses and maximise marks in short answer questions. Specific techniques that can be used throughout the year in order to build the skills required for exam success will be discussed.

NEW **Workshop 26: Writing Answers to Extended Response Questions in Units 1–4**

Natasha Eshuis, Haileybury College, Keysborough

The keys to crafting outstanding Extended Responses (ERs) for exams and assessments will be unpacked during this workshop. We will also explore the framework surrounding ERs, discuss recent exam feedback, and discuss practical and successful tips for constructing an ER. Teachers will gain confidence to plan, write and teach ERs and to empower students to overcome the ER challenges.

NEW **Workshop 27: Using AI in the Psychology Classroom**

Claire Mosley, Monbulk College

Ever wanted a text differentiated for you, a slide show created for you, or a series of multiple choice questions written for you? This session will explore how AI can be used to support teaching and learning. A range of AI tools will be considered, with tips on their application in lesson planning and presentation, as well as ideas on how to detect the use of AI in student work.

SESSION 6 – Chief Assessors’ Review of the 2023 Psychology Exam – Part B

Kerrie Ardley, Scotch College, Hawthorn & Matthew DiPetta, Melbourne Grammar School

This workshop will review Section B of the 2023 exam focusing on common student misunderstandings and clarifying the rationale behind the approach to assessment. Time will be spent considering how students could approach answering the 10-mark extended response question.

TERMS AND CONDITIONS

Using the Zoom webinar platform

- You will need to set up a (free) Zoom account **using the same 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 workshops

- The workshop timetable and Zoom webinar links for each workshop will be emailed to registered conference participants **close to the conference date.**
- Notes for all workshops will be available after the conference.
- All workshops will be recorded.
- Recordings of available workshops will be provided to participants after the conference.
- Some workshop recordings may not be available or sections edited due to copyright issues or cultural sensitivities.
- Recordings of workshop presentations will be available until the end of April 2024.

Conditions of application

- Applications close: **Friday 16 February 2024**
- 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 the 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 16 February 2024.**

Multiple applications from the same school or college

- If there are multiple applicants from the same school or college, each applicant is required to complete a separate Registration Form.

Payment

- Payment Terms are strictly Nett 28 days.
- Payment is by direct debit.

Further information

About the program, contact CDES:

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About registrations, contact Access Education:

Email: registrations@cdes.com.au
Phone: 1300 338 222

Registration can be completed online at the
CDES website www.cdes.com.au
OR by emailing or posting the completed Registration Form by
5pm on Friday 16 February 2024 to:
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