

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: LITERACY AND NUMERACY

Unit ID: EDBED1011

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070103

Description of the Unit:

The focus of this course is to develop pre-service teachers' (PSTs) awareness and understanding of effective literacy and numeracy teaching. PSTs will develop their understanding of literacy and numeracy teaching practices and the application of these in an education context. They will develop skills to understand current literacy and numeracy curriculum, academic writing and self-reflection for personal literacy and numeracy development. They will explore literature, language (grammar, phonics, spelling, vocabulary), literacy (speaking, listening, writing, reading and viewing), as well as number sense, fractions, and the four operations as part of their study.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Examine the conventions of academic and personal reading, writing and numeracy.
- K2.** Investigate key strategies in literacy and numeracy teaching.
- K3.** Identify current curricula requirements for literacy and numeracy.

Skills:

- S1.** Develop personal literacy and numeracy competence.
- S2.** Interpret the content, processes and standards presented in current curriculum documents.
- S3.** Critically reflect on experiences and further develop understanding of the learning process.

Application of knowledge and skills:

- A1.** Demonstrate the conventions of academic and personal reading, writing and numeracy.
- A2.** Apply key strategies in literacy and numeracy.
- A3.** Critically reflect on a situation to further develop understanding of the learning process.

Unit Content:

This course will include:

- Personal literacy and numeracy skills.
- Oral language and early literacy development.
- Literacy and numeracy teaching strategies.
- Literacy topics of reading and writing.
- Teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language)
- The need for number sense in learners.
- Fractions, decimals, percentages and measurement.
- Current curriculum in literacy and numeracy.
- Academic and personal communication and personal learning,
- Role of reflection as a critical part of the learning process.
- Exploration of the components of language, literacy and numeracy.
- Literacy and numeracy across the curriculum.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K1, S1, S3, A1, A3	AT1, AT2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K2, K3, S2, S3, A2,	AT1, AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S3, A3	Literacy and Numeracy skills test and goal setting to reflect on personal needs in both areas.	Test and personal goal setting	S/U
K1, K2, S1, A1; APST 1.1, 1.2, 2.1, 2.5	Write an essay which discusses one numeracy and one literacy topic. Explore the relevant challenges and implications for teaching and learning.	Essay	40-60%
K1, K2, K3, S2, S3, A1, A2, A3 APST 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3	Analyse and respond to a case study involving an early childhood, primary or junior secondary student. Identify the literacy and numeracy needs of the student, use your knowledge of theories and practices to make decisions and recommendations based on these needs.	Lesson implementation and evaluation	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)