

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Learning and Teaching
Unit ID:	EDBED1016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED1008 and EDCEL1016 and EDDDE1001 and EDFGC1303)
ASCED:	070103

Description of the Unit:

This unit is designed to introduce students to the process of teaching and learning, and focuses on educators as reflective inquirers into professional practice. Through processes of observation, planning, organizing, monitoring and evaluating a range of teaching/ learning approaches the students, as Pre-Service Teachers (PSTs), will investigate the complex nature of teaching and learning. Pre-Service Teachers will examine and critique the physical, social and intellectual development and characteristics of students and how these may affect their learning. They will develop an understanding of research into how students learn and the implications for teaching.

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

Work Experience:

No work experience

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.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- K2.** Critically examine the situated, complex nature of learning and the physical, social, intellectual, emotional and cultural factors which may affect students` learning and behaviours.
- K3.** Examine the complex interconnections between learning, pedagogy curriculum, assessment and context.
- K4.** Understand the nature and evidence base of high impact teaching practices which enable learning and support inclusive student participation and engagement.
- K5.** Identify the features of positive learning environments and the strategies teachers use to build motivation, trust, respect, responsibility, self-belief and rigor.
- K6.** Analyse the concept of self as a reflective practitioner and inquirer of professional practice.
- K7.** Identify a range of resources, including ICTs and teaching approaches that engage students in learning.

Skills:

- S1.** Interrogate and question theoretical perspectives and teaching practices and convincingly justify personal viewpoints and decisions.
- S2.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice and experience.
- S3.** Critically examine pedagogical approaches and plan learning experiences using resources that engage learners and enhance learning.
- S4.** Use effective communication and interpersonal skills.
- S5.** Closely observe, describe and analyse learning and teaching experiences and make connections to theoretical understandings and research.
- S6.** Use ICT, literacy and numeracy appropriately within the context of learning tasks and assessment

Application of knowledge and skills:

- A1.** Demonstrate knowledge and understanding of planning, delivering and reflecting on effective teaching strategies that enable learning and support inclusive student participation and engagement.
- A2.** Use research into how students learn to identify and use a range of resources (including ICT) and pedagogies that engage students in learning.
- A3.** Engage in professional discussions and writing to demonstrate knowledge and understanding of the complex relationships between learning, pedagogy and educational context.
- A4.** Examine and critique the assumptions and values that impact on learning and educational contexts.

Unit Content:

Topics will include The nature of teaching and what it means to be an effective teacher in a changing context. Importance of being a reflective practitioner and developing practitioner inquiry skills. Theoretical perspectives

on learning, learning theories and models and the implications for teaching practice. The range of physical, social and intellectual development and characteristics of students, and how these may affect and influence learning. Evidence based teaching practices which enable learning and support inclusive student participation and engagement. The interconnectedness of learning, pedagogy curriculum, assessment and context. Importance of positive learning environments Nature of schooling, teaching and learning in a changing world.

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 be 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, inter-act 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, K2, K3, K4, K6, K7, S4, S5, A3	AT 1, 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 	K1, K3, K5, K6, S1, S3, A2, A3.	AT 1, AT2,
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, K4, K5, K7, S3, S5, A2	AT 1, AT2,

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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. 	K7, S2, S6, A1, A2	AT 1, AT2,
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. 	K3,K6, S2, A1, A4.	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K5, K6, K7 S1, S3, S6 A1, A2, A4 APST 1.1; 1.2; 3.4	Part A Prepare a written analysis of two key ideas covered in the unit material to demonstrate an understanding of research into how students learn. Part B Prepare a teaching artefact as a creative response to demonstrate an understanding of research into how students learn, learner development and characteristics, and the implications for teaching. Write a reflective commentary to explain how and why the creative response evidences research findings.	Written analysis, teaching artefact and reflective commentary	40-60%
K1, K2, K3, K4, S1, S2, S3, S4, S5, S6 A1, A2, A3 APST 1.1; 1.2	Drawing on case study data provided, prepare a research report showing how learning is fostered, constraints on learning, and an understanding of the physical, social and intellectual characteristics of learners in the classroom, learning context and how these affect learning and teaching practice. Present research findings to peers.	Report, Research and Presentation	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)