



Course Outline (Higher Education)

School:	School of Education
Course Title:	LEARNING AND TEACHING
Course ID:	EDBED1016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDBED1008 and EDDDE1001 and EDFGC1303)
ASCED:	070103

Description of the Course:

This course 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. The course sits alongside a corequisite course (EEZED 1711 Professional Experience: Learning and Teaching), that involves a five day placement in a school setting, relevant to the education degree being studied, where PSTs will have the opportunity to observe teaching and working with small groups.

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

Program Level:

Level of course in Program	AQF Level of Program					
	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.** 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.

Course 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.

Values:

- V1.** Appreciate the diverse nature of learners and that all students can learn.
- V2.** Consider diverse viewpoints.
- V3.** Respect and respond to the needs of learners in a variety of contexts.
- V4.** Value the role of the teacher as an autonomous, self-directed educator who enquires into and reflects on professional practice.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1; K2; K3; K7; S5;	AT1; AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S4; A3;	AT1; AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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 course 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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](#)