



Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: DESIGNING FOR LEARNING

Course ID: EDBED2103

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDDDE2103)

ASCED: 070101

Description of the Course:

This course explores key aspects of curriculum. Starting from the perspective of the individual teacher, issues relating to classrooms, schools, and education systems are critically examined. Pre-Service Teachers (PSTs) will develop an understanding of teaching strategies to implement curriculum to enhance student learning. Issues such as assessment for learning, differentiating curriculum for the diverse needs of learners and the safe, responsible and ethical use of ICT will be explored. In this project-based course, PSTs work collegially in Professional Learning Teams to design and teach engaging learning activities for a range of learners.

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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Investigate the concepts, substance and structure of the content and teaching strategies of a range of teaching areas in contemporary Australian secondary school education.
- K2.** Demonstrate how to select and organize content to plan for learning in a variety of current teaching areas.
- K3.** Examine, discuss and use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans, incorporating a range of resources including ICTs to expand learning opportunities for students.
- K4.** Investigate strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- K5.** Reflect on and evaluate teaching performance to improve teaching practice and student learning
- K6.** Investigate relevant ethical and social responsibilities concerning ICT use as well as issues and strategies to support the safe and responsible incorporation of these technologies in learning and teaching environments.

Skills:

- S1.** Using current curriculum frameworks, work in teams to design a unit of work for a teaching area, including teaching strategies and assessment approaches.
- S2.** Organise content into effective learning and teaching sequences that include assessment strategies
- S3.** Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of diverse students across the full range of abilities
- S4.** Apply an understanding of ethical social responsibility, relevant issues and strategies to support the safe and responsible use of ICTs in learning and teaching environments.

Application of knowledge and skills:

- A1.** Design and develop learning sequences that have a focus on applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies, and the effective use of ICTs.
- A2.** Present one lesson or a component of a lesson which uses differentiated content, resources and teaching strategies.
- A3.** Apply to curriculum design, an understanding of ethical social responsibility as well as relevant issues and strategies to support the safe and responsible use of ICTs in learning and teaching environments.

Course Content:

- Exploring the factors to consider when designing curriculum
- Examining the role of Professional Learning Teams in schools
- Values underpinning curricula
- Examining curriculum frameworks, with a focus on Victoria
- Investigating pedagogies for effective teaching and learning
- Differentiating curriculum for the diverse needs of learners across a range of abilities
- Planning lessons - selecting and organising content; effective sequencing of lessons

- Effective strategies to plan for student engagement in learning
- Using assessment and feedback to evaluate, support and inform learning and teaching
- Resources to support effective teaching and learning for secondary school students
- Using ICTs and digital technology resources to enhance teaching and learning
- Strategies to support the safe, responsible and ethical use of ICTs in teaching and learning
- Reflecting on, and evaluating, the experience of teaching and learning.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A1, A2, A3, APST 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.5, 5.1	Research and design a curriculum resource (including a sequence of lessons) with differentiated content for diverse learners, effective teaching strategies, assessment approaches and a range of resources including ICTs, to enhance student learning. Design an infographic for teachers on eSafety displaying all key learnings associated with the safe and ethical use of ICT in learning and teaching. Select and team-teach a lesson from the curriculum resource created.	Group curriculum design and teaching performance	50-60%
K1, K2, K3, K4, K5, K6, S2, S3, S6, A1, A2, A3, APST 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.5 5.1	Reflect on the key elements of the curriculum resource and teaching performance task completed in AT1. Analyse and critique teaching strategies and approaches used to cater for diverse learners; differentiated content; assessment approaches; and selection of teaching resources, including those that support the safe, responsible and ethical use of ICTs.	Written reflection	40-50%

Adopted Reference Style:

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

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Intermediate
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate

<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Intermediate</p>