

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Design for Learning

Unit ID: EDBED2103

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDDDE2103)

ASCED: 070101

Description of the Unit:

This unit 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 unit, 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

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	<input type="checkbox"/>	<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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.** Select and organise curriculum into a coherent, planned sequence of learning tasks/lessons evidencing aligned learning objectives, common progression of learning and critical curriculum required by students to progress 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.

Unit 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.

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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

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. 	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
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, A1, A2, A3	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, A1, A2, A3	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:

APA ()

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

Fed Cite - [referencing tool](#)