



Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	CURRICULUM STUDIES A: APPLIED LEARNING PATHWAYS
Course ID:	EDBED3045
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070109

Description of the Course:

In this course, students will begin to explore Applied Learning curriculum and the multiple pathways that support it. Students will identify the structures of Applied Learning programs and situate them in their social context. Students will explore, analyse and create their own applied learning program.

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	<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.** Examine how applied learning curriculum is structured, and how it differs from the curriculum in other disciplines
- K2.** Explore contemporary theoretical and pedagogical approaches to teaching applied learning programs including disciplinary, interdisciplinary and integrated approaches
- K3.** Recognise and articulate the fundamental role of vocational and applied learning in society
- K4.** Consider questions and issues which call for applied learning and how it assists students to meaningfully relate to their world.

Skills:

- S1.** Evaluate and articulate a cohesive rationale for applied learning and vocation pathways in schools considering significant local and global issues
- S2.** Organise applied learning content into a cohesive learning and teaching sequences that are likely engage students
- S3.** Select concepts, substance and structure of an area of applied learning curriculum and apply effective teaching strategies to create an inquiry based unit of work
- S4.** Evaluate a range of teaching resources that support the teaching of applied learning
- S5.** Apply literacy and numeracy strategies in the applied learning curriculum

Application of knowledge and skills:

- A1.** Connect teaching and learning theory with applied learning pedagogy.
- A2.** Design a curriculum unit using discipline-based, interdisciplinary thinking and integrated approaches supported by evidence-based pedagogical principles.
- A3.** Plan for and reflect upon appropriate events, sequences and assessment strategies that are active, participatory and reflective, as well as experiential and evidence-based.

Course Content:

- Principles of applied learning
- Professional relationships in applied learning
- Applied learning theories and practice
- Youth identities and diversities- (in alternative education)
- Diversity (and English as an Additional Language [EAL], Aboriginal and Torres Strait Islander peoples)
- Student Agency (passion-led learning)
- Risk Management- Duty of care
- Applied learning in society
- Learning in the workplace and career pathways
- Vocational Education as applied learning

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2 K3 A1	Connect principles of applied learning with education theories and practice	Written piece	20-30%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K2 K3 S2 S3 S5 A2 A3	Design an applied learning sequence tailored to the learning needs of a specified cohort of students	Curriculum design	40-50%
K1 K2 K4 S1 S4 A1	Critically analyse an applied learning assesment structure or task	Assessment analysis	20-30%

Adopted Reference Style:

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)

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

Attribute	Assessed	Level
Professional Knowledge		
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	Introductory
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Introductory
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Introductory
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Introductory
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Introductory
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	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Introductory

4. Create and maintain supportive and safe learning environments

4.1 Support student participation

Identify strategies to support inclusive student participation and engagement in classroom activities.

Yes

Introductory

4.2 Manage classroom activities

Demonstrate the capacity to organise classroom activities and provide clear directions.

Yes

Introductory

4.4 Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Yes

Introductory

5. Assess, provide feedback and report on student learning

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Yes

Introductory