

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** MULTILITERACIES IN A GLOBAL WORLD

**Unit ID:** EDBED4112

**Credit Points:** 15.00

**Prerequisite(s):** (EDBED3111)

**Co-requisite(s):** (EDBED4111)

**Exclusion(s):** Nil

**ASCED:** 070303

## Description of the Unit:

This course is designed to take literacy beyond a focus on traditional print-based text to multiple-forms of knowing, including print, images, video, performance and other digital contexts. PSTs have already considered key concepts and pedagogical practices in language and literacy in the primary classroom. This course extends knowledge of pedagogical practices of how students learn and the implications for teaching by considering the multiple modes of communication, the multiplicity of social and cultural influences and critical perspectives. English as an Additional Language or Dialect (EAL/D) learners are also considered as PSTs develop strategies to differentiate their teaching to meet specific learning needs. Embedding critical thinking skills in a multiliterate framework, PSTs are immersed in both the theory and practice of multiliteracies to consider how globalisation has created a more complex environment for teachers and students.

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**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.** Analyse effective differentiation strategies, including 'point of need' teaching for language and literacy to meet specific learning needs of all students in the primary classroom, including EAL/D students.
- K2.** Examine pedagogical approaches and multiliterate practices, including thinking routines, to support individual learners.
- K3.** Identify how language and meaning are constructed within and by new technologies, including multimodal texts, in global contexts.
- K4.** Explore a range of multimodal resources and ICTs that engage students and support their learning.

#### Skills:

- S1.** Adapt teaching and learning to differentiate for language and literacy learners with specific learning needs, including EAL/D learners.
- S2.** Reflect on multimodal experiences that shape cultural understandings.
- S3.** Incorporate critical thinking skills into a multiliterate framework of teaching and learning through language and literacy.
- S4.** Develop learning sequences that engage and meet learning needs of learners in the primary classroom.

#### Application of knowledge and skills:

- A1.** Identify a range of multimodal resources and ICTs for a primary classroom that engage EAL/D students and support their learning across progression levels.
- A2.** Develop and provide justification for differentiated learning sequences tailored to the needs of learners in the primary classroom, by drawing on current curriculum requirements and a range of resources, including ICTs.

#### Unit Content:

Topics may include:

- Strategies for differentiated teaching, including EAL/D, drawing on a range of multimodal texts and pedagogical practices
- Text structures and language features
- Language processing in EAL/D students and the interplay between language and cognition in the classroom
- Development of phonological and phonemic awareness
- Critical thinking routines for all students including EAL/D students
- Curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
- Incorporating multiliteracies in the primary classroom to build learning sequences with connections to the current curriculum
- Planning for differentiated instruction
- Exploration of a range of ICT resources to expand curriculum learning opportunities for all students
- Global contexts of communication and learning and how these might be incorporated into learning contexts in the primary classroom

- Multimodal experiences (texts that combine visual, print, aural, gestural and/or spatial literacies) that shape cultural understandings
- The geographical, social and contextual variance of language and the importance of an inclusive learning environment for all students.

## 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 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, interact 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"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	K2, K3, K4 S2, S3 A1	AT1
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"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K2, K3, K4 S2, S3 A1	AT1
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"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving</li> </ul>	K1, K2, K3, K4 S1, S2, S3 A1, A2	AT2
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"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities</li> </ul>	K2, K3, K4 S2, S3 A1, A2	AT1

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S2, S3, A1; APST: 1.2, 1.3, 1.5, 2.5, 2.6, 3.2, 3.4	Create a portfolio of resources based on a range of multimodal texts and develop a range of rich differentiated tasks for EAL/D students at a chosen progression level in primary school. Include visible thinking routines and other teaching strategies to support literacy learning.	Digital portfolio - Group task	40-60%
K1, K2, K3, K4, S1, S3, S4, A2; APST: 1.2, 1.3, 1.5, 2.3, 2.5, 2.6, 3.2, 3.4	Develop two differentiated lesson plans (and rationale), using the current curriculum and a range of resources including ICTs, for a specific group of learners in the primary classroom.	Lesson sequence and academic report	40-60%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

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		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Advanced
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	Advanced
2. Know the content and how to teach it		
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced