



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	MULTILITERACIES IN A GLOBAL WORLD
<b>Course ID:</b>	EDBED4112
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDBED3111)
<b>Co-requisite(s):</b>	(EDBED4111)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## Description of the Course :

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, etc.)

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

## 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.** Create a range of resources that support thinking routines for EAL/D learners in the primary classroom.
- A2.** Design a resource based on a range of multimodal texts to include a range of rich differentiated tasks for EAL/D students at a chosen year level in the primary school.
- A3.** Develop 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.

**Course Content:**

Topics may include:

- Strategies for differentiated teaching, including EAL/D, drawing on a range of multimodal texts and pedagogical practices
- Language processing in EAL/D students and the interplay between language and cognition in the classroom
- 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
- 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.

**Values:**

- V1.** Students have positive attitudes towards the knowledge, skills and values of all learners and incorporate these into the learning context. They understand the diverse social, cultural and educational backgrounds of all learners.

**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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, S3	A	AT2, AT3	A
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.	K1, S1, A1	A	AT1, AT2	A
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.	K3, S2, A2	A	AT2	A
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.	K4, S4, A1	A	AT1, AT3	A
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.	K1, S1	B	AT2, AT3	B

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K3, K4, S2, S3, A1; APST: 1.2, 1.3, 3.4	Create a range of resources that support thinking routines for EAL/D learners.	Classroom resource	20-30%
K1, K2, K3, S1, S2, S3, A2; APST: 1.2, 1.3, 1.5, 2.5, 2.6, 3.2, 3.4	Create a Wiki and design a resource based on a range of multimodal texts to include a range of rich differentiated tasks for EAL/D students at chosen year levels in the primary school.	Classroom resource	20-30%
K1, K2, K3, K4, S1, S3, S4, A3; APST: 1.2, 1.3, 1.5, 2.3, 2.5, 2.6, 3.2, 3.4	Develop 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%

**Adopted Reference Style:**

APA

**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