

Course Outline (Higher Education)

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| Institute / School: | Institute of Education, Arts & Community |
| Course Title: | LEARNING AND TEACHING |
| Course ID: | EDCEL1016 |
| Credit Points: | 15.00 |
| Prerequisite(s): | Nil |
| Co-requisite(s): | Nil |
| Exclusion(s): | (EDBED1016 and EEZED1711) |
| ASCED: | 070199 |

Description of the Course:

This course is designed to introduce students to the process of teaching and learning, and focuses on educators as reflective inquirers into professional practice. Through processes of observation, planning, organizing, monitoring and evaluating a range of teaching/ learning approaches the students, as Pre-Service Teachers (PSTs), will investigate the complex nature of teaching and learning. Pre-Service Teachers will examine and critique the physical, social and intellectual development and characteristics of students and how these may affect their learning. They will develop an understanding of research into how students learn and the implications for teaching. The course involves a five day placement in a school setting, relevant to the education degree being studied, where PSTs will have the opportunity to observe teaching and working with small groups. Students are required to complete the activities outlined in the Professional Experience Assessment Report (Form A). This will take place in collaboration with their school-based Mentor Teacher/Educator in the placement setting. The students will also document their professional learning in Professional Experience Preservice Teacher Learning Log (Form B) supported by their assigned University Mentor. The requirement to complete Forms A and B will enable students to reflect on their learning and successful completion of the Professional Experience placement component.

Education Settings

- Bachelor of Education Studies: **Primary or Secondary**
- Bachelor of Education (Early Childhood and Primary): **Primary**
- Bachelor of Education (Primary): **Primary**
- Bachelor of Education (Primary and Secondary P-10): **Primary**
- Bachelor of Education (Early Childhood Education) **Early Childhood**
- Bachelor of Arts/Bachelor of Education, Bachelor of Mathematical Sciences/Bachelor of Education, Bachelor of Science/Bachelor of Education, Bachelor of Community and Human Services/Bachelor of Education (Joint Degrees): **Secondary**
- Bachelor of Health and Physical Education **Secondary**
- Bachelor of Secondary Education: **Secondary**

- Bachelor of Secondary Education (Health and Physical Education Teaching): **Secondary**

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

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Does Recognition of Prior Learning apply to this course? No

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this course.

Program Level:

| Level of course in Program | AQF Level of Program | | | | | |
|----------------------------|----------------------|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 |
| Introductory | | | ✓ | | | |
| Intermediate | | | | | | |
| Advanced | | | | | | |

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- K2.** Critically examine the situated, complex nature of learning and the physical, social, intellectual, emotional and cultural factors which may affect students` learning and behaviours.
- K3.** Examine the complex interconnections between learning, pedagogy curriculum, assessment and context.
- K4.** Understand the nature and evidence base of high impact teaching practices which enable learning and support inclusive student participation and engagement in an authentic education setting.
- K5.** Identify the features of positive learning environments and the strategies teachers use to build motivation, trust, respect, responsibility, self-belief and rigor.
- K6.** Analyse the concept of self as a reflective practitioner and inquirer of professional practice and understand and reflect on critical and meaningful feedback.
- K7.** Identify a range of resources, including ICTs and teaching approaches that engage students in learning and inquire into their use in an authentic educational setting.

Skills:

- S1.** Interrogate and question theoretical perspectives and teaching practices and convincingly justify personal viewpoints and decisions.
- S2.** Read for meaning, critically evaluate research and make thoughtful connections between theory, practice and experience.
- S3.** Critically examine pedagogical approaches and plan learning experiences using resources that engage learners and enhance learning.

- S4.** Use effective communication and interpersonal skills to negotiate professional duties and teaching and learning tasks with the supervising mentor.
- S5.** Closely observe, describe, analyse and reflect on placement learning and teaching experiences and make connections to theoretical understandings and research.
- S6.** Use ICT, literacy and numeracy appropriately within the context of learning tasks and assessment

Application of knowledge and skills:

- A1.** Demonstrate knowledge and understanding of planning, delivering and reflecting on effective teaching strategies that enable learning and support inclusive student participation and engagement through the completion of learning tasks and documentation while on placement.
- A2.** Use research into how students learn to identify and use a range of resources (including ICT) and pedagogies that engage students in learning.
- A3.** Engage in professional discussions, writings and reflections to demonstrate knowledge and understanding of the complex relationships between learning, pedagogy and educational context, with particular reference to the placement setting.
- A4.** Examine and critique the assumptions and values that impact on learning and educational contexts

Course Content:

Topics will include

- The nature of teaching and what it means to be an effective teacher in a changing context. Importance of being a reflective practitioner and developing practitioner inquiry skills.
- Theoretical perspectives on learning, learning theories and models and the implications for teaching practice.
- The range of physical, social and intellectual development and characteristics of students, and how these may affect and influence learning.
- Evidence based teaching practices which enable learning and support inclusive student participation and engagement.
- The interconnectedness of learning, pedagogy curriculum, assessment and context. Importance of positive learning environments
- Nature of schooling, teaching and learning in a changing world.
- This course contains a professional experience placement in which some learning and assessment takes place in that setting.

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 course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor | Development and acquisition of FEDTASKS in the course | |
|----------------------------------|---|-----------------------|
| | Learning Outcomes (KSA) | Assessment task (AT#) |
| | | |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|--|---|-----------------------|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | <p>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:</p> <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. | K1, K2, K3, K4, K6, K7, S4, S5, A3 | AT1, AT2, AT3 |
| FEDTASK 2 Leadership | <p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <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 | K1, K3, K5, K6, S1, S3, A2, A3. | AT1, AT2, AT3 |
| FEDTASK 3 Critical Thinking and Creativity | <p>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:</p> <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 | K2, K3, K4, K5, K7, S3, S5, A2 | AT 1, AT2, AT3 |
| FEDTASK 4 Digital Literacy | <p>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:</p> <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 | K7, S2, S6, A1, A2 | AT 1, AT2, AT3 |
| FEDTASK 5 Sustainable and Ethical Mindset | <p>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:</p> <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. | K3, K6, S2, A1, A4. | AT3 |

Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|--|---|-----------|
| K1, K2, K4, K5, K6, K7 S1, S3, S6 A1, A2, A4 APST 1.1; 1.2; 3.4 | Part A Prepare a written analysis of two key ideas covered in the course material to demonstrate an understanding of research into how students learn. Part B Prepare a teaching artefact as a creative response to demonstrate an understanding of research into how students learn, learner development and characteristics, and the implications for teaching. Write a reflective commentary to explain how and why the creative response evidences research findings. | Written analysis, teaching artefact and reflective commentary | 40% - 60% |
| K1, K2, K3, K4, S1, S2, S3, S4, S5, S6 A1, A2, A3 APST 1.1; 1.2 | Drawing on case study data provided, prepare a research report showing how learning is fostered, constraints on learning, and an understanding of the physical, social and intellectual characteristics of learners in the classroom, learning context and how these affect learning and teaching practice. Present research findings to peers. | Report, Research and Presentation | 40% - 60% |
| K4, K6, K7, S4, S5, A3 | Completion of 5 days placement in the education setting specified. Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher. Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre-Service Teacher Learning Log (Form B) | Hurdle | S/U |

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 program level. Although courses must undertake MiCS mapping, there is NO expectation that courses 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 program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course 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 | | |
| 1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | Yes | Introductory |
| 1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Yes | Introductory |
| 2. Know the content and how to teach it | | |
| 2.2 Content selection and organisation Organise content into an effective learning and teaching sequence. | Yes | Introductory |
| 2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | Yes | Introductory |
| Professional Practice | | |
| 3. Plan for and implement effective teaching and learning | | |
| 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

Professional Engagement
6. Engage in professional learning
6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

Yes

Introductory

7. Engage professionally with colleagues, parents/carers and the community
7.1 Meet professional ethics and responsibilities

Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

Yes

Introductory