

# Unit Outline (Higher Education)

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

**Unit Title:** Learning and Teaching

**Unit ID:** EDCEL1016

**Credit Points:** 15.00

**Prerequisite(s):** Nil

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

**Exclusion(s):** (EDBED1016 and EEZED1711)

**ASCED:** 070199

## Description of the Unit:

This unit 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 unit 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.

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

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

**Placement Component:** Yes - 5 days

**Supplementary Assessment:** No

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

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

**Learning Outcomes:**
**Knowledge:**

- K1.** Demonstrate knowledge and understanding of research into how students learn , including how the brain attains knowledge to solve problems, and the implications for teaching incorporating why teaching practices must adapt as students become more familiar with subjects.
- 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

### Unit 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, including understanding effective strategies for engaging with parents/carers.
- 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 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 attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>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:</p> <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>	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"> <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>	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"> <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>	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"> <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>	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"> <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>	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

### 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
<b>Professional Knowledge</b>		
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
<b>Professional Practice</b>		
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