



# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	CURRICULUM STUDIES A: APPLIED LEARNING PATHWAYS
<b>Course ID:</b>	EDCEL3045
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## 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. Embedded in the course is a 15-day Professional Experience placement for Pre-Service Teachers (PSTs) as an opportunity for PSTs to engage in ideas and theoretical frames within education connected to applied learning practices, and reflect on their implications in education settings.

**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.

**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	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### 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.
- K5.** Articulate the importance of reflecting on professional practice in order to improve it and the role of theory in this process.

#### 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 cohesive learning and teaching sequences that are likely to 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.
- S6.** Demonstrate the ability to engage in inquiry-based learning.
- S7.** Further develop teaching and assessment practices reflective of student need.

#### 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.
- A4.** Engage in planning, teaching, assessing, reflecting and appraising.
- A5.** Successfully participate in 15 days practicum.

#### Course Content:

This course will develop the basic principles of applied learning in the context of professional relationships, learning theories, and practice, which is fundamental to applied learning. By situating applied learning in society and identifying its role in the education sector, students utilise their placement to identify the impact of applied learning programs in a school 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 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>	K4 K2 K5 S3 S4 S7 A2 A3 A4 A5 S6 S7 A2 A5	AT1 AT2 AT3
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>	K1 K5 S1 S2 S6 S7 A3 A4 A5	AT1 AT2 AT3
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 K5 S1 S2 S3 S4 S5 S6 S7 A1 A2 A3 A4 A5	AT1 AT2 AT3
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>	K1 K2 S1 S2 S3 S5 S6 S7 A1 A2 A5	AT1 AT2 AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		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>	K2 K3 K4 K5 K6 S1 S2 S3 S4 S7 A2 A3 A4 A5	AT1 AT2 AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K2 K5 S2 S3 S6 S7 A4 A5 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	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 Pre-Service Teacher Learning Log (Form B) Completion of 15 days placement in the education setting specified for their particular program	Hurdle	S/U
K1 K2 K3 S2 S3 S5 A2 A3 APST 1.1, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.2,	Design an applied learning sequence tailored to the learning needs of a specified cohort of students	Curriculum design	50% - 70%
K1 K2 K4 S1 S4 A1 APST 5.3, 5.4,	Critically analyse an applied learning assessment structure or task	Assessment analysis	30%-50%

### Adopted Reference Style:

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	Intermediate
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
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	Intermediate
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Intermediate
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	Intermediate
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Intermediate
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	Intermediate
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Intermediate

<p>2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p>	Yes	Intermediate
<p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	Yes	Intermediate
<p>2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	Yes	Intermediate
<p>2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	Yes	Intermediate

#### Professional Practice

### 3. Plan for and implement effective teaching and learning

<p>3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	Yes	Intermediate
<p>3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	Yes	Intermediate
<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	Yes	Intermediate
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	Yes	Intermediate
<p>3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	Yes	Intermediate
<p>3.6 Evaluate and improve teaching programs Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	Yes	Intermediate
<p>3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.</p>	Yes	Intermediate

### 4. Create and maintain supportive and safe learning environments

<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.2 Provide feedback to students on their learning Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Intermediate</p>
<p>5.5 Report on student achievement Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>	<p>Yes</p>	<p>Intermediate</p>

#### Professional Engagement

#### 6. Engage in professional learning

6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Intermediate
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Intermediate
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Intermediate
6.4 Apply professional learning and improve student learning Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Yes	Intermediate
<b>7. Engage professionally with colleagues, parents/carers and the community</b>		
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	Intermediate
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Intermediate
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Intermediate
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Intermediate