

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Curriculum Studies B: Applied Learning

Unit ID: EDCEL3145

Credit Points: 15.00

Prerequisite(s): EDCEL3045

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070199

Description of the Unit:

In this unit, students will explore Applied Learning programs and analyse current programs paying particular attention to structures of applied learning, related teaching strategies and authentic assessment in curriculum documents. Application of literacy, numeracy, personal development skills and work-related skills will be considered within the confines of Applied learning curriculum design and delivery. Historic and current development in applied learning, including the relevance of the Firth Review, and the implementation of applied learning in secondary schools and vocation education. This unit supports the professional experience component, where students complete 15 days in an education setting associated with their particular program. Students are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher/Supervisor in the setting in which the placement occurs (as indicated below). The students will also document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. Education Setting Bachelor of Secondary Education (Applied Teaching)

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 - 15 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"/>	<input type="checkbox"/>
Intermediate	<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.** Evaluate a range of teaching resources that support the teaching of applied learning.
- K2.** Apply literacy and numeracy strategies in the applied learning curriculum.
- K3.** Explore various applied learning programs offered by selected educational providers.

Skills:

- S1.** Develop applied learning curriculum.
- S2.** Identify and critique applied learning strategies in existing applied learning programs.
- S3.** Embed strategies that support students' wellbeing and safety.
- S4.** 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.** Successfully participate in 15 days practicum.
- A5.** Engage in planning, teaching, assessing, reflecting and appraising.

Unit Content:

This unit builds on students' understanding and application of applied learning with a specific focus on integrating curriculum in student-centred learning, teaching, and assessment. Students will explore existing approaches and programs implementing applied learning curriculum, critically analysing them before developing their own strategies for the design, implementation, and reflection in applied learning teaching.

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, inter-act 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"> 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. 	K2. S1. S2. S3. S4. A1. A2. A3. A4. 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"> Creating a collegial environment Showing self-awareness and the ability to self-reflect Inspiring and convincing others Making informed decisions Displaying initiative 	S1. S4. S5. A2. A5.	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"> 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. 	K1. K3. S1. S2. S5. A1. A2. 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"> 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. 	K2. K3. A2	AT1. AT3
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"> 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. 	K1. S2. S3. S5. A2. A4. A5	AT1. AT2. AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, S1, S3, A1, A3	Design an informed learning sequence for an integrated unit using applied learning strategies and principles.	Learning sequence	50% - 70%
K1, K2, K3, S2, S4, A1, A2	Critically reflect on applied learning programs and learning used in schools and discuss how applied learning strategies are used in literacy, numeracy, work-related and personal skills education.	Written Task	30%-50%
S4, A4, A5	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

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	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

2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Intermediate
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.	Yes	Intermediate
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Intermediate
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Intermediate

Professional Practice

3. Plan for and implement effective teaching and learning

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

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	Intermediate
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	Yes	Intermediate
4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Intermediate
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
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.	Yes	Intermediate
5. Assess, provide feedback and report on student learning		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Intermediate
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.	Yes	Intermediate
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Intermediate
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Intermediate
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.	Yes	Intermediate

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
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	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