



Course Outline (Higher Education)

School:	School of Education
Course Title:	DESIGNING FOR LEARNING
Course ID:	EDDDE2103
Credit Points:	15.00
Prerequisite(s):	(EDBED1003 or EDBED1016 or EDDDE1001 or EDDDE1002)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course:

This course explores key aspects of curriculum. Starting from the perspective of the individual teacher, issues relating to classrooms, schools, and education systems are critically examined. Pre-Service Teachers (PSTs) will develop an understanding of teaching strategies to implement curriculum to enhance student learning. Issues such as assessment for learning, differentiating curriculum for the diverse needs of learners and the safe, responsible and ethical use of ICT will be explored. In this project-based course, PSTs work collegially in Professional Learning Teams to design and teach engaging learning activities for a range of learners.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

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

Learning Outcomes:

Knowledge:

- K1.** Investigate the concepts, substance and structure of the content and teaching strategies of a range of teaching areas in contemporary Australian secondary school education.
- K2.** Demonstrate how to select and organize content to plan for learning in a variety of current teaching areas.
- K3.** Examine, discuss and use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans, incorporating a range of resources including ICTs to expand learning opportunities for students.
- K4.** Investigate strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- K5.** Reflect on and evaluate teaching performance to improve teaching practice and student learning
- K6.** Investigate relevant ethical and social responsibilities concerning ICT use as well as issues and strategies to support the safe and responsible incorporation of these technologies in learning and teaching environments.

Skills:

- S1.** Using current curriculum frameworks, work in teams to design a unit of work for a teaching area, including teaching strategies and assessment approaches.
- S2.** Organise content into effective learning and teaching sequences that include assessment strategies
- S3.** Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of diverse students across the full range of abilities
- S4.** Apply an understanding of ethical social responsibility, relevant issues and strategies to support the safe and responsible use of ICTs in learning and teaching environments.

Application of knowledge and skills:

- A1.** Design and develop learning sequences that have a focus on applying planning skills, content knowledge, pedagogical understandings, differentiation strategies, assessment strategies, and the effective use of ICTs.
- A2.** Present one lesson or a component of a lesson which uses differentiated content, resources and teaching strategies.
- A3.** Apply to curriculum design, an understanding of ethical social responsibility as well as relevant issues and strategies to support the safe and responsible use of ICTs in learning and teaching environments.

Course Content:

- Exploring the factors to consider when designing curriculum
- Examining the role of Professional Learning Teams in schools
- Values underpinning curricula
- Examining curriculum frameworks, with a focus on Victoria
- Investigating pedagogies for effective teaching and learning

- Differentiating curriculum for the diverse needs of learners across a range of abilities
- Planning lessons - selecting and organising content; effective sequencing of lessons
- Effective strategies to plan for student engagement in learning
- Using assessment and feedback to evaluate, support and inform learning and teaching
- Resources to support effective teaching and learning for secondary school students
- Using ICTs and digital technology resources to enhance teaching and learning
- Strategies to support the safe, responsible and ethical use of ICTs in teaching and learning
- Reflecting on, and evaluating, the experience of teaching and learning.

Values:

- V1.** Adopt and articulate a considered personal stance on significant school curriculum issues
- V2.** Develop and express a view of self as a reflective professional practitioner, who is able to think critically and constructively in and on action, applying knowledge, expertise and personal theories of professional practice.
- V3.** Appreciate the complex nature of curriculum issues and learning needs within typical classrooms and ways to cater for all learners.
- V4.** Explore personal and social understandings of ethics, social responsibility and cultural sensitivity, concerning the safe and ethical use of ICTs/Digital Technologies in learning environments.

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)	Assessment task (AT#)
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.	K6, S4	AT1

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	K4, A1, A4	AT1
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.	A1	AT2
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.	S4, A1	AT1
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.	K3, K4	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, A1, A2, A3, APST 1.5, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5 4.1, 4.2, 4.5, 5.1	Research and design a curriculum resource (including a sequence of lessons) with differentiated content for diverse learners, effective teaching strategies, assessment approaches and a range of resources including ICTs, to enhance student learning. Design an infographic for teachers on eSafety displaying all key learnings associated with the safe and ethical use of ICT in learning and teaching. Select and team-teach a lesson from the curriculum resource created.	Group curriculum design and teaching performance	50-60%
K1, K2, K3, K4, K5, K6, S2, S3, S6, A1, A2, A3, APST 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.5 5.1	Reflect on the key elements of the curriculum resource and teaching performance task completed in AT1. Analyse and critique teaching strategies and approaches used to cater for diverse learners; differentiated content; assessment approaches; and selection of teaching resources, including those that support the safe, responsible and ethical use of ICTs.	Written reflection	40-50%

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)