

# Unit Outline (Higher Education)

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

**Unit Title:** COLLABORATIVE LEARNING PROJECT

**Unit ID:** EDECE3030

**Credit Points:** 15.00

**Prerequisite(s):** Nil

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

**Exclusion(s):** (EDECE3020)

**ASCED:** 070100

## Description of the Unit:

Embedded in this unit is the Extended Practicum for final year Pre-Service Teachers (PSTs) as an 'immersion' type placement. This Professional Experience placement builds on previous practicum experience, and provides further grounding for the development of teaching knowledge and practice for classroom readiness. The placement presents opportunities for PSTs to engage in ideas and theoretical frames within education, to connect these with practice and reflect on the implications of such connections.

By the end of this placement, the PSTs should apply knowledge and skills as set out below and in consideration of the Professional Teaching Standards and in line with the Graduate Teacher Performance Assessment (GTPA).

All evidence will support the Round Table Conference which occurs in Term 4 and is the opportunity for PSTs to present their growth and learning. As the placement progresses, PSTs take on the role similar to that expected of beginning 'classroom ready' teachers.

**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:** Yes

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

**Learning Outcomes:**

(On successful completion of the unit the students are expected to be able to):

**Knowledge:**

- K1.** Articulate the importance of reflecting on professional practice in order to improve it and the role of theory in this process
- K2.** Analyse the relationship between theory, practice and reflexivity
- K3.** Apply key methodologies relevant to practitioner evaluation as reflected in the GTPA Practice Tasks

**Skills:**

- S1.** Demonstrate the ability to engage in inquiry-based learning
- S2.** Further develop teaching and assessment practices reflective of student need
- S3.** Complete e-portfolio to collate evidence of learning and impact of teaching
- S4.** Deliver a coherent presentation of own professional learning

**Application of knowledge and skills:**

- A1.** Engage in planning, teaching, assessing, reflecting and appraising in order to complete the GTPA tasks
- A2.** Develop e-portfolio and participate in collegiate discussions that reflect professional learning
- A3.** Successfully participate in 20 days practicum
- A4.** Facilitating a reflective self-assessment with Mentor/s

**Unit Content:**

This course will develop the basic principles of inquiry-based learning and how to apply these in a professional context. Incorporated into this will be frameworks for the initiation and execution of professional learning including reflective practice and self-directed learning as part of the GTPA tasks.

Students will negotiate and review goals for evaluating and improving professional practice whilst establishing processes for professional learning that account for existing collegial networks, contexts and policy frameworks.

Methods of recording and monitoring processes of evaluation and engagement, including reflexive writing, journaling and responding to comments from critical friends, will be developed to monitor progress and serve as a basis to recommend changes.

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S3, S4, A1, A2 APST 3.6, 5.1, 5.2, 5.3, 5.4, 5.5	Complete the Graduate Teacher Performance Assessment Practice Tasks as part of Assessment Form B (Learning Log) which involves providing evidence of planning, teaching, assessing, reflecting and appraising while on this final placement. The evidence is to be presented in an e-portfolio.	5 Practice Tasks that encompass the teaching-planning cycle	50-70%
K1, K2, K3 S3, A2 APST 3.6, 5.1, 5.2, 5.3, 5.4, 5.5	Report on the learning from the GTPA Practice tasks through participation in a Round Table Conference (or equivalent) with peers. Provide evidence of this learning through sharing e-portfolio artefacts and reflection.	e-portfolio presentation	30-50%
K1, K2, S1, S2, A3, A4 APST 3.6, 5.1, 5.2, 5.3, 5.4, 5.5	Successfully Complete 20 days Professional Experience (FYr6) and submit of Form A, B and C	Professional Experience	S/U

### Adopted Reference Style:

APA

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