



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	COLLABORATIVE LEARNING PROJECT
<b>Course ID:</b>	EDECE3030
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDECE3020)
<b>ASCED:</b>	070100

## Description of the Course :

Embedded in this course 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, etc.)

## Work Experience:

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

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

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

### Learning Outcomes:

(On successful completion of the course 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

#### Course 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.

#### Values:

- V1.** Appreciate the value of reflexivity as a form of learning about and improving professional practice
- V2.** Understand and acknowledge the significant place of collegiality in this process

#### 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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	K2 A4	Not applicable	AT1	Not applicable
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.	S1 S2	Not applicable	AT2	Not applicable
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.	A3	Not applicable	AT1 AT2 AT3	Not applicable
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.	K1 S3 S4 A2 A4	Not applicable	AT1 AT2	Not applicable
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 AT1 AT3	Not applicable	AT3	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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-folio.	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-folio artefacts and reflection.	e-folio presentation	30-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
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