



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	LITERACY AND NUMERACY ACROSS THE SUBJECT AREAS
<b>Course ID:</b>	EDMAS6048
<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>	070105

## Description of the Course:

This course is designed to enhance knowledge and skills related to the effective teaching of literacy and numeracy across subject areas in secondary schools. It begins with the exploration of personal literacy and numeracy experiences and examines the discourses and vocabulary that exist within subject areas. PSTs learn how to use a range of strategies for teaching literacy and numeracy, including the use of ICT. PSTs critically examine the use of ICT in schools and learn about the use of ethical and safe practices. They learn about, trial and evaluate approaches which develop young people as multi-literate, critical thinkers equipped with 21st century skills

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

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<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:

On successful completion of the course pre-service teachers will demonstrate their capacity to:

### Knowledge:

- K1.** Examine the nature of literacy as a complex, changing, contentious concept which incorporates social and cultural knowledge and which is central to all areas of learning.

- K2.** Appreciate the nature of numeracy and the extent to which it encompasses mathematical concepts and skills (e.g. numerical, spatial, graphical, statistical and algebraic), mathematical thinking, problem solving strategies and how these concepts and skills can be applied to real-life contexts.
- K3.** Critically examine the links between literacy, numeracy, equity and opportunity.
- K4.** Examine the literacies (including vocabularies) and numeracies specific to different subject area discourses so that they can be used competently and explicitly taught.
- K5.** Know, use and evaluate a range of teaching strategies and scaffolds for enhancing reading, writing, speaking and listening skills relevant to all courses in secondary school and understand how metacognitive awareness of strategies and self-regulation develops literacy.
- K6.** Reflect on the nature of critical literacy and see the relevance to curriculum areas.
- K7.** Interrogate new communication technologies, what it means to be "multi-literate", and examine the implications for learning and pedagogy.
- K8.** Know a broad range of engaging resources, including ICT that build students literacy and numeracy skills.
- K9.** Examine the use and impact of technology on new generations, identify trends for the future, and understand strategies for the safe, responsible and ethical use of ICT in learning and teaching.
- K10.** Understand the information literacy cycle and 21st Century skills and the implications for teaching students how to conduct research and learn independently.
- K11.** Examine the Design Technologies and Digital Technologies Curricula and how it can be used to enable students to become confident, analytical and creative users of digital systems as well as developers of digital solutions.

**Skills:**

- S1.** Identify the features of different text-types and be able to teach and assess reading, writing, speaking, viewing and listening using a range of tools.
- S2.** Apply numeracy skills and mathematical thinking to learning and teaching contexts within curriculum.
- S3.** Select, interpret, use and critically evaluate a range of texts, including ICT, to meet a range of educational purposes.
- S4.** Critically analyse and discuss a range of research papers related to literacy and numeracy learning, multi-literacies, new technologies and pedagogical implications.
- S5.** Devise curriculum initiatives and teaching approaches which use new technologies safely, responsibly and ethically to enhance multi-literacies and numeracy.
- S6.** Use a range of tools in professional learning communities to evaluate teaching strategies and the impact on students' learning in relation to literacy and numeracy.

**Application of knowledge and skills:**

- A1.** Participate in an online Reading Circle demonstrating capacity to comprehend and critically analyse multimodal texts related to literacy and numeracy learning.
- A2.** Trial, evaluate and share literacy and numeracy teaching and learning strategies within professional learning communities.
- A3.** Design an interdisciplinary learning experience for middle years students centred on multi-modal communication, critical literacy and 21st century skills.
- A4.** Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teacher standards.

**Course Content:**

- Examining personal experiences and assumptions related to literacy and numeracy and understanding the links to identity, learning and opportunity.

- Identifying the discourses, subject-specific vocabulary and semiotics inherent in our subject areas and the impact of these on knowledge development and expression, thinking, values and interactions.
- Developing a strategic approach to teaching literacy and numeracy in order to enhance learners' independence and metacognitive awareness.
- Developing, teaching and evaluating a repertoire of pedagogical practices to enhance literacy learning prior to, during and post reading and writing.
- Developing, teaching and evaluating a repertoire of pedagogical practices to enhance numeracy.
- Examining the notion of multi-literacies and the impact of new technologies on literacy learning and pedagogy.
- Creating and assessing multi-modal texts across the curriculum.
- Using strategies to support the safe, responsible and ethical use of ICT in learning and teaching.
- Examining the Digital Technologies and Design and Technologies Curricula and their application across subject areas.

### Values:

- V1.** Open to playing with new literacies and understanding one's own mind sets related learning literacy and numeracy.
- V2.** Value and appreciate the prior knowledge and experience that all students bring to literacy and numeracy learning
- V3.** Understand the moral and ethical dimensions of using technology in different contexts.

### 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.	K1; K2; K3; K4; K6; K7; K8; K9; K10; K11; S1; S2; S3; S4; S6; A1; A2; A3;	AT1; AT2; AT3
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.	K5; K6; K7; K9; K10; K11; S3; S5; A2; A3	AT2; AT3
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.	K1; K2; K3; K9; K10; K11; S3; S5; S6; A3	AT3

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	K4; K5; K11; S2; S4; S6; A1; A2; A3; A4	AT1; AT2; AT3; AT4
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; K5; K7; K8; K10; K11; S2; S3; S5; S6; A1; A2; A3; A4	AT1; AT2; AT3; AT4

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K8 S1, S3, S4 A1 APST: 2.5, 3.4	Participate regularly in an online Reading Circle demonstrating capacity to comprehend and critically analyse multimodal research texts and resources related to learning and teaching literacy and numeracy and reflect on the personal use of literacy and numeracy strategies.	Online Forum	20-40%
K4, K5, K8 S1, S2, S3, S6 A2 APST: 2.6, 2.5, 3.3, 3.6	Trial, evaluate and share literacy and numeracy teaching and learning strategies within professional learning communities, including the use of ICT, to expand curriculum learning opportunities for students	Teaching Performance	20-40%
K1, K4, K6, K7, K8, K9, K10, K11, S3, S5 A3 APST: 2.5, 3.4, 4.5	Design a subject specific learning experience for middle years students centred on multi-modal communication, critical literacy, 21st century skills, numeracy and which promotes the ethical and safe use of new technologies.	Collaborative Curriculum Design	40-60%
A4	LANTITE Literacy Test (external)	Hurdle	S/UN
A4	LANTITE Numeracy Test (external)	Hurdle	S/UN

### 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		
2. Know the content and how to teach it		
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Introductory
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory
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	Introductory
4. Create and maintain supportive and safe learning environments		
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	Introductory