# Course Outline (Higher Education)

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| **Institute / School:** | Institute of Education, Arts & Community |
| **Course Title:** | APPLIED LEARNING AND TEACHING |
| **Course ID:** | EDMAS6060 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | Nil |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | Nil |
| **ASCED:** | 070105 |

**Description of the Course:**

This course focuses on applied learning pedagogies. It equips PSTs to teach vocational learning pathways and has an emphasis on problem-based approaches, experiential learning, service learning, and student engagement, particularly in the middle and senior years of schooling. PSTs integrate theory and practice in meaningful ways by participating in service-learning projects that are embedded in disadvantaged contexts.

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

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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| **Placement Component:** | No |

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | **5** | **6** | **7** | **8** | **9** | **10** |
| Introductory | | | | | ✔ | |

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | **5** | **6** | **7** | **8** | **9** | **10** |
| Intermediate | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Advanced | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## Learning Outcomes:

On successful completion of the course the students are expected to be able to:

### Knowledge:

**K1.** Understand trends in globalization and technological advancement in a changing and complex world

**K2.** Critically examine theory and practice connections in applied and experiential learning

**K3.** Understand vocational, personalized, and applied learning pathways in Victoria's education system

**K4.** Understand a range of community-focused programs for young people

**K5.** Research issues related to disadvantage in education, early school leaving, and retention

**K6.** Understand the nature of complex problem solving and critical and creative thinking

**K7.** Explore practices associated with service-learning and active citizenship

**K8.** Examine workplace learning and understand notions such as work-readiness, workplace competencies industry-specific skills and school-industry engagement.

### Skills:

**S1.** Demonstrate and teach digital literacy skills

**S2.** Establish partnerships in service-learning contexts ensuring effective project management and accountability, risk-assessment, and communication processes

**S3.** Integrate literacy and numeracy skills into applied learning contexts

**S4.** Apply complex problem-solving skills, as well as critical and creative thinking in real contexts

**S5.** Demonstrate and teach personal development skills, empathy, resilience, and teamwork

### Application of knowledge and skills:

**A1.** Design and Justify an applied learning experience for middle or senior year students.

**A2.** Plan, conduct, manage and evaluate a project associated with service learning.

### Course Content:

- Trends in globalization and technological advancement in a changing and complex world
- Understanding applied and experiential learning: theory and practice
- What is service learning? Who benefits and how?
- Participating in a service-learning project: Competencies, risk management and project evaluation
- Investigating applied learning pathways for secondary students in Victoria
- Investigating issues related to disadvantage in education, early school leaving, and retention
- Examining the value of community connections and industry partnerships in education
- Building 21st century skills (including literacy and numeracy) in problem-based, applied learning contexts

## 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. | S2, S5 | AT2 |
| FEDTASK 2 Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations | K3, K4, K5, K, S1, S2, S4 | AT2 |
| FEDTASK 3 Critical Thinking and Creativity | Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning | K2, K5, K6, S4 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 4 Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:<br>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally<br>• Collating, managing complex data, accessing and using digital data securely<br>• Receiving and responding professionally to messages in a range of professional digital media<br>• Contributing competently and professionally to digital teams and working groups<br>• Participating at a high level in digital learning opportunities | K1, K8, S1, S4 | AT1, AT2 |
| FEDTASK 5 sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in:<br>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts<br>• Professionally committing to the promulgation of social responsibility<br>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses<br>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others<br>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life. | K1, K3, K4, K5, S2, S5 | AT1, AT2 |

## Learning Task and Assessment:

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1,K2, K3, K5, K8, S1, S3; APST: 1.2, 1.5, 3.1, 3.2, 3.3, 3.4, | Design and justify an applied learning experience for middle year students that involves community connections/industry links, and which builds 21st century skills, including digital literacy | Curriculum design | 40-50% |
| K4, K5, K6, K7, K8, S2, S4, S5; APST: 1.2, 1.5, 3.1, 3.2, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4 | Participate in service-learning demonstrating capacity to manage a project, ensure risk assessment, communicate with diverse stakeholders, and evaluate outcomes | Service-learning project | 50-60% |

## Adopted Reference Style:

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 | | |
| 1.2 Understand how students learn<br>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | Yes | Introductory |
| 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities<br>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | Yes | Introductory |
| **Professional Practice** | | |
| 3. Plan for and implement effective teaching and learning | | |
| 3.1 Establish challenging learning goals<br>Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | Yes | Introductory |
| 3.2 Plan, structure and sequence learning programs<br>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | Yes | Introductory |
| 3.3 Use teaching strategies<br>Include a range of teaching strategies. | Yes | Introductory |
| 3.4 Select and use resources<br>Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | Yes | Introductory |
| 3.5 Use effective classroom communication<br>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | Yes | Introductory |
| 3.6 Evaluate and improve teaching programs<br>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 | | |
| 4.1 Support student participation<br>Identify strategies to support inclusive student participation and engagement in classroom activities. | Yes | Introductory |

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| **4.2 Manage classroom activities**<br>Demonstrate the capacity to organise classroom activities and provide clear directions. | Yes | Introductory |
| **4.3 Manage challenging behaviour**<br>Demonstrate knowledge of practical approaches to manage challenging behaviour. | Yes | Introductory |
| **4.4 Maintain student safety**<br>Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. | Yes | Introductory |