

# Unit Outline (Higher Education)

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

**Unit Title:** Effective Learning and Teaching

**Unit ID:** EDMAS6066

**Credit Points:** 15.00

**Prerequisite(s):** Nil

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

**Exclusion(s):** Nil

**ASCED:** 070105

**Description of the Unit:**

This unit is designed to enhance knowledge and skills related to effective learning and teaching in secondary schools. It begins with opportunities to reflect on personal learning experiences. PSTs examine research into how students learn including constructivist theories and what is revealed through cognitive science. They identify and examine complex factors that impact on learning in school contexts including socio-economic factors. Using instructional models, PSTs learn how to plan, structure and sequence lessons and to use a range of teaching strategies, resources and thinking tools to foster active student engagement and learning. They learn about responsive teaching and ways to better understand students' diverse learning needs and strengths so that they can respond with care and appropriateness. PSTs learn about student voice and agency and how to ensure authentic learning and active participation. A focus on applied learning and vocational education ensures students understand the real-life implications of their teaching.

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

**Work Experience:**

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**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 course the students are expected to be able to:

**Knowledge:**

- K1.** Understand research into how students learn, including cognitive science, and the implications for teaching.
- K2.** Explore what is known about memory and how teachers can effectively scaffold and embed new learning.
- K3.** Understand motivation and identify pedagogical approaches that stimulate interest and curiosity.
- K4.** Critically examine the situated, complex nature of learning and the physical, social, intellectual, emotional and cultural factors which may affect students' learning and behaviours.
- K5.** Understand the interconnections between learning, pedagogy and context including the needs and interests of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- K6.** Collaboratively analyse and evaluate a range of instructional models for planning, structuring, and sequencing effective learning experiences.
- K7.** Understand a range of evidence-informed teaching practices which enable effective learning and support inclusive student participation and engagement.
- K8.** Identify the factors that foster a culture of thinking in the classroom, including a focus on metacognition.
- K9.** Examine the nature of responsive teaching and tools that provide insights into students' diverse learning needs and strengths.
- K10.** Examine concepts and practices related to student voice and agency.
- K11.** Research issues and program initiatives related to disadvantage in education, early school leaving and retention.
- K12.** Understand theory and practice related to applied learning, vocational education, and active citizenship.

**Skills:**

- S1.** Read for meaning, critically conduct and evaluate research and make thoughtful connections between theory, practice, and experience.
- S2.** Learn through careful observation, close listening, questioning and deduction.
- S3.** Create well-structured, sequenced and deliberate lesson plans using instructional models and pedagogical practices informed by research.
- S4.** Establish learning goals and success criteria that are achievable, inclusive, and challenging.
- S5.** Use communication and scaffolding skills to present explicit and clear instructions and model expectations.
- S6.** Select and use a range of teaching strategies appropriately, strategically, and imaginatively and gather feedback.

- S7.** Use a range of tools to reflect on personal thinking and professional learning experiences to extend understandings and evaluate and improve teaching.
- S8.** Demonstrate and teach digital literacy skills.

### Application of knowledge and skills:

- A1.** Plan, teach and evaluate an engaging lesson for learners with varying abilities and characteristics that has a focus on setting appropriate learning goals, sequencing learning using a pedagogical model, explicit teaching and modelling, clear communication, the use of research-informed teaching strategies, and the analysis of work samples and feedback.
- A2.** Conduct an investigation into an inquiry question related to student engagement that includes a case study of a successful program initiative.

### Unit Content:

- Contemporary learning theories, including a focus on constructivism, cognitive science, memory and motivation, and the implications for teaching practice.
- The physical, social, intellectual and emotional development and characteristics of students and how these may affect learning at school.
- Evolving notions of intelligence and building cultures of thinking and deep learning.
- Understanding, using and evaluating evidence-informed teaching practices that meet the specific learning needs and strengths of all students.
- Planning and sequencing lessons using research-informed pedagogical models to ensure progression of learning.
- Establishing deliberate learning goals and success criteria to inform explicit teaching, scaffolding, modelling, and evaluation.
- Effective communication in the classroom.
- Student voice and agency and the implications for practice.
- Student disadvantage, early school leaving and retention approaches.
- Applied learning, vocational learning and active citizenship.

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

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students 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:</p> <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams</li> </ul>	K2, K4, K5, K6, K8, K9, K10, K11, S2, S6, S7	AT1, AT2
FEDTASK 2 Leadership	<p>Students will demonstrate a mastery in professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	S1, S2, S3, S4, S5, S6, S7, A2	AT2
FEDTASK 3 Critical Thinking and Creativity	<p>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:</p> <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrating a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, S1, S2, S3, S6, S7, A1	AT1, AT2
FEDTASK 4 Digital Literacy	<p>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:</p> <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	S1, S8	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: <ul style="list-style-type: none"> <li>• Demonstrating informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrating the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K1, K2, K4, K5, K8, K9, K10, K11, K12, S2, S4	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K6, K7, K8, K9, S1, S2, S3, S4, S5, S6, S7, S8, A1	Plan, teach and evaluate an engaging lesson for learners with varying abilities and characteristics that has a focus on achievable learning goals, clear directions, the use of a range of verbal and non- verbal communication and teaching strategies, and the use of an instructional model informed by research into how students learn.	Teaching Performance	40-50%
K3, K4, K5, K7, K8, K9, K10, K11, K12, S1, S2, S8, A2	Conduct an investigation into an inquiry question related to student engagement that includes a case study of a successful program initiative.	Case Study	50-60%

### Adopted Reference Style:

Other (APA 7th Edition)

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 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 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 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory
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
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	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		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Introductory

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