

Course Outline

School / Portfolio: Faculty of Education and Arts

Course Title: LEARNING AND TEACHING 2

Course ID: EDMAS6102

Credit Points: 15.00

Prerequisite(s): (EDMAS6002)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 070105

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

- K1.** Module C: Teaching Literacy and Numeracy across the Curriculum
- K2.** 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.
- K3.** 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.
- K4.** Critically examine the links between literacy, numeracy, equity and opportunity.
- K5.** Examine the literacies and numeracies specific to different subject area discourses so that they can be used competently and explicitly taught.
- K6.** Investigate reading, writing speaking and listening processes and how metacognitive awareness of strategies can develop literacy.
- K7.** Reflect on the nature of critical literacy and see the relevance to different curriculum areas.
- K8.** Understand the links between learning strategies and thinking dispositions and development in literacy and numeracy.
- K9.** Interrogate new communication technologies, what it means to be 'multi-literate', and examine the implications for learning and pedagogy.
- K10.** Examine the use and impact of technology on new generations and identify trends for the future.

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- K11** Examine information literacy and the implications for teaching.
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- K12** Module D: Feedback and Assessment
This module is designed to enable pre-service teachers to develop and apply the following knowledge, skills and values:
 - .
- K13** Understand the principles of assessment.
 - .
- K14** Understand the connections between curriculum, pedagogy and assessment with a particular focus on course design and assessment and the alignment of learning intentions and success criteria.
 - .
- K15** Understand and critically examine the political, social and cultural forces surrounding school assessment procedures and policies.
 - .
- K16** Understand the nature and purposes of formative and summative assessment and the nature of effective feedback strategies for enhancing learning.
 - .
- K17** Understand the critical role assessment plays as learning, of learning and for learning.
 - .
- K18** Understand and critique a range of contemporary research related to feedback and assessment.
 - .
- K19** Understanding the purposes of strategic questioning.
 - .
- K20** Understand the importance of promoting the active participation of learners in assessment and feedback processes.
 - .
- K21** Understand and examine system-wide collection and analysis of data, evidence-based practices and the notion of building 'data wise' learning communities.
 - .
- K22** Understand school-wide assessment and reporting processes, including teacher moderation, parent feedback conferences, and assessment as exhibition.
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Skills:

- S1.** Module C: Teaching Literacy and Numeracy across the Curriculum
- S2.** 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.
- S3.** Apply numeracy skills and mathematical thinking to learning and teaching contexts within curriculum
- S4.** Use and interpret multi-literacies to meet a range of educational purposes.
- S5.** Critically analyse a range of research papers related to literacy and numeracy learning, multi-literacies, new technologies and pedagogical implications.
- S6.** Devise curriculum initiatives and teaching approaches which use new technologies to enhance multi-literacies.
Module D: Feedback and Assessment
- S7.** This module is designed to enable pre-service teachers to develop and apply the following knowledge, skills and values:
 - .
- S8.** Reflect on personal teaching and learning experiences involving, assessment, evaluation and feedback.
- S9.** Use a range of strategies to make thinking and learning visible and give feedback that is clear, constructive, descriptive and useful.
- S10** Identify, examine and apply a range of assessment and feedback strategies that also promote self and peer assessment.
 - .
- S11** Use strategic questioning to foster reflection, self-assessment and knowledge development.
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- S12** Design learning experiences intended to build certain knowledge, skills and capacities.
- S13** Design assessment rubrics and construct explicit criteria for assessing achievements in a range of learning tasks.
- S14** Analyse student performance data, make judgements about students' learning, identify needs and plan next steps.
- S15** Use language in positive ways to motivate and encourage learners in assessment and feedback contexts.

Application of knowledge and skills:

- A1.** Module C: Teaching Literacy and Numeracy across the Curriculum
- A2.** Participate in an online Reading Circle demonstrating capacity to comprehend and critically analyse multimodal texts related to literacy and numeracy learning.
- A3.** Reflect in metacognitive ways on personal reading strategies used and discuss these with others in online Reading Circles.
- A4.** Trial and evaluate a literacy or numeracy teaching or learning strategy whilst on placement and share findings as well as model strategy in discussion groups.
- A5.** Create a list of digital resources and tools for learning in discipline based groups and discuss implications for literacy and numeracy learning.
- Module D: Feedback and Assessment
- A6.** This module is designed to enable pre-service teachers to develop and apply the following knowledge, skills and values:
- A7.** Construct a personal 'assessment narrative', share narratives online in learning groups and examine the implications for teachers.
- A8.** Discuss and analyse contemporary research related to assessment and feedback and relate to personal experiences.
- A9.** Develop a list of formative assessment strategies in discipline groups.
- A10** Analyse student work samples against success criteria and construct effective feedback for students.
- A11** Analyse a school's reporting process.

Course Content:

Module C: Teaching Literacy and Numeracy across the Curriculum

- Examining the ways we think about and define literacy and numeracy and understanding the links to identity, learning and opportunity.
- Identifying the discourses 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 a repertoire of pedagogical practices to enhance literacy learning prior to, during and post reading and writing experiences.
- Developing 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.

Module D: Feedback and Assessment

This module is designed to enable pre-service teachers to develop and apply the following knowledge, skills and values:

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- Reflect on personal experiences related to giving and receiving assessment and feedback in educational settings.
- Understand and critically examine assessment and feedback principles, purposes and research.
- Examine the nature of effective formative and summative assessment approaches, with a particular focus on the power of feedback.
- Aligning learning intentions and curriculum objectives with success criteria and assessment strategies.
- Examine and analyse different types of data including student work samples and school based performance data in order to make informed judgments and suggest possible action plans.
- Strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Values and Graduate Attributes:

Values:

- V1.** Module C: Teaching Literacy and Numeracy across the Curriculum
- V2.** Open to playing with new literacies and understanding one's own mind sets related learning literacy and numeracy.
- V3.** Valuing and appreciating the prior knowledge and experience that all students bring to literacy and numeracy learning.
- V4.** Understanding the moral and ethical dimensions of using technology in different contexts.
- Module D: Feedback and Assessment
- V5.** This module is designed to enable pre-service teachers to develop and apply the following knowledge, skills and values:
- V6.** Design assessment and feedback strategies that are inclusive, fair and account for differences.
- V7.** Appreciate the importance of creating a supportive environment where assessment and feedback processes are respectfully and meaningfully implemented.
- V8.** The prior knowledge of learners is valued.
- V9.** Information given to students and parents/carers about students' learning should be accurate, non-judgmental, useful and respectfully expressed.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
	Module C: Teaching Literacy and Numeracy across the Curriculum		
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S3, S4 A1, A2	Reading Circle (online forums) which includes a range of text-types that focus on learning and teaching literacy and numeracy and which include teaching strategies for using ICT.	Read selected texts; reflect on and examine personal reading strategies; demonstrate knowledge related to learning and teaching strategies for building literacy, numeracy and ICT competence; and show ability to communicate effectively with others.	20 - 30%

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Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K4, K5, K6, K7, K8, K10 S1, S2, S5 A3, A4	Trialling, evaluating and sharing literacy and numeracy teaching and learning strategies	Trial and evaluate a literacy or numeracy strategy whilst on placement. Share experiences, findings and model strategy in small discussion groups	20 - 30%
	Module D: Feedback and Assessment		
K1, K2, K3, K4, K5, K6, K7, K8, K9, K10 S1, S2, S3, S4, S5, S6, S7, S8 A2, A3, A4, A5	Assessment, Feedback and Reporting Folio	The folio will contain the following sections: A) Discussion of contemporary research which examines key issues and the nature of effective assessment and feedback with references to personal experiences; B) An analysis of three student work samples against success criteria and the construction of written feedback; C) A strategy bank related to formative assessment, record keeping and peer/self- assessment; D) An analysis of a school's reporting processes.	30 - 50 %

Adopted Reference Style: