

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	CONTEMPORARY EDUCATIONAL THEORIES AND EVIDENCE-BASED PRACTICE
<b>Unit ID:</b>	EDMED7065
<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>	070303

## Description of the Unit:

This unit focusses on how educational theories guide and inform curriculum and teaching practices at all levels of education, and how educational knowledge is generated using a range of research and data analysis methods. It introduces prominent educational theorists and theories, and explores how their work has influenced educational thinking, curriculum, and pedagogy. It also investigates some basic data gathering and analysis approaches commonly used in education to 'test' theories, and explores different educational contexts and purposes to which they can be applied. It further explores current research on 'what counts' as evidence of learning in different educational contexts, and interrogates debates over how to interpret and value this evidence.

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

## Work Experience:

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

**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:**
**Knowledge:**

- K1.** Interrogate the relationships between theory, evidence and practice
- K2.** Identify and explore the sources of evidence;
- K3.** Distinguish between evidence and other influences on education.

**Skills:**

- S1.** Identify and find sources of evidence for informing educational decision-making
- S2.** Evaluate the evidence-base for a particular practice
- S3.** Develop and produce graduate level academic reading and writing

**Application of knowledge and skills:**

- A1.** Applies research, information and digital skills to develop an interactive information artefact
- A2.** Applies knowledge of learning theory, and communication and digital skills to deliver a short, synchronous seminar.

**Unit Content:**
**Educational Theory and Practice**

- What is the relationship between educational theory and practice?
- The importance and value of educational theories;
- Theory, curriculum design and pedagogy;

**Seminal Theories and Theorists**

- John Dewey and pragmatism
- Jean Piaget and cognitive development
- Lev Vygotsky and socio-cultural learning theory
- Maria Montessori and experiential learning
- Paulo Freire and critical pedagogy

**Gathering Evidence to 'test' theories**

- Observation
- Interviews/focus groups
- Surveys/questionnaires
- Case studies

- Quasi-experimental design
- Randomised control trial (RTC) design

## 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 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: <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>	K1, K2, A1, S1	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <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>	Not applicable	Not applicable
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: <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>• Demonstrate 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	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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: <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, S2, S3, A1, A2	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: <ul style="list-style-type: none"> <li>• Demonstrate 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>• Demonstrate 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 the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
S1, S2, S3, K1, K2, A1	Outline the history and foundation of a selected educational or learning theory and its related theorist/s, and analyse the theory's general influence on education.	Authored digital artefact	40-60%
S1, S2, S3, K1, K2, K3, A2, A1	Detail and discuss relevant educational theory/ies and their influence on curriculum and teaching and learning at a nominated level of education (e.g., pre school, school, tertiary/adult), or in a specific 'alternative' education environment (e.g., Montessori, Steiner, Special Needs). Detail and justify suitable methods for collecting and analysing evidence of learning and/or development that align with the theory/ies and educational practices at that level or in that environment.	Interactive seminar presentation	40-60%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)