



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	SPECIALIST TOPICS IN EDUCATION: DIRECTED READING PROJECT
Unit ID:	EDMED7068
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

In this unit, students will explore in depth an area of education under the direction of university staff. The topic for exploration is negotiated between student and staff member and will align with a focus area of interest to the student and their professional development goals. Students will read widely and narrowly to review the research, theories and evidence practices for their chosen topic within a specialised area.

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

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory						

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Source and evaluate contemporary educational research in a topic of importance and interest
- K2.** Effectively communicate a high-level understanding of a topic area in academic work

Skills:

- S1.** Conduct independent problem identification and research
- S2.** Reflect on and present an in-depth synthesis of complex ideas and themes identified in the literature
- S3.** Demonstrate self-direction and effective collaboration
- S4.** Identify, locate, review and critically analyse relevant literature

Application of knowledge and skills:

- A1.** Read and write academically at a high level
- A2.** Critically evaluate evidence for practice
- A3.** Demonstrate effective written communication skills that are in keeping with recognised guidelines for presentation of high level academic work

Unit Content:

This unit consists of directed reading to build expertise in a specific research-practice link of importance to the student.

Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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, S2, S3, A1, A2	AT1, AT2

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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.	Not applicable	Not applicable
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, S3	AT1, AT2
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.	K1, K2, S1, S2, A1	AT1, AT2
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.	K1, S3	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, S4, A1, A2, A3	Annotated bibliography of 5-10 works on a particular topic	Annotated bibliography	40-50%
K1, K2, S1, S2, S3, S4, A2, A3	A final paper that provides a high-level overview of a specialised area of education	Essay	50-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)