

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	UNDERSTANDING PEDAGOGY IN GLOBAL AND LOCAL CONTEXTS
Unit ID:	EDMED7076
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit is designed to explore a range of contemporary pedagogical approaches to learning and teaching in the areas of early childhood, primary and secondary education in schools. Students will be encouraged to critically examine pedagogical approaches, including nature and place based learning, inquiry and experiential learning, collaborative and creative experiences and the role of the outdoors environment in schools locally and within the context of global education practices. The relationship between diverse pedagogical approaches and the impact of cultural and social forces on learning will be a focus of the unit. Students will use literature, research, personal experiences, reflective and collaborative processes to develop their understandings, skills and capacities.

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.

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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

- K1.** Explore global, national and local contexts in education
- K2.** Examine diverse educational settings that encompass active process for learners to construct meaning and develop skills and capacities based on prior knowledge and experiences in social and cultural contexts.
- K3.** Critically examine and understand different theoretical positions, models and metaphors related to thinking, learning and teaching.
- K4.** Understand the situated nature of learning and the demands of changing social and cultural contexts, educational policies, technology, and notions of self-identity.
- K5.** Understand the complex interconnections between learning, pedagogy, curriculum, assessment and context in early childhood, primary and secondary education.
- K6.** Critically reflect on and understand the cultural, social and educational forces that can impact on students' and teachers' thinking, learning and social behaviours in educational contexts.
- K7.** Understand the features of positive learning environments and the strategies teachers use to build motivation, trust, respect, self-belief and rigor

Skills:

- S1.** Demonstrate familiarity with the contribution of global, national and local perspectives of education
- S2.** Analyse and synthesis concepts and contemporary issues in education
- S3.** Critique and explain pedagogical approaches that enhance inclusivity, diversity and learner subjectivity in early childhood, primary and secondary settings
- S4.** Read for meaning, critically evaluate texts and make thoughtful connections between theory, practice and experience
- S5.** Closely observe, describe and analyse learning experiences in action and make connections to theoretical understandings.
- S6.** Inquire into arguments about the purposes of education.

Application of knowledge and skills:

- A1.** Conduct and complete a literature review on educational settings for teaching and learning
- A2.** Investigate and examine educational policy and/or pedagogical approaches/models that impact teaching and learning in early childhood, primary and secondary settings.
- A3.** Participate in online forum discussions where links are made between research and experience.
- A4.** Report on and analyse a learning experience with connections to theory.
- A5.** Analyse case studies

Unit Content:
Scope:

- Contemporary pedagogical approaches in local and national contexts
- Global perspectives on diverse pedagogical approaches
- Comparative approaches to global and local pedagogical practices
- Educational settings and models
- Diverse spaces and places for teaching and learning
- Pedagogical approaches to enhance teaching and learning e.g. community/place/inquiry/experiential and partnership-based learning.
- Learning in the outdoors e.g. outdoor education and nature pedagogy
- Learning in local contexts
- Policy implications for pedagogy
- The impact of cultural, social, geographical, political and emotional factors on learning, thinking and pedagogy.

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.	K2 K3 K5 K6 S4 S6	AT1 AT2
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.	S2	AT2
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 K4 K6 K7 S1	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.	A1 A3	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.	S3 S6	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, K6, K7 S1, S2, S3, S4, S5, S6 A1, A4, A5	Examine relevant academic literature to demonstrate an analysis and understanding of global and local educational considerations for teaching and learning.	Literature Review	40-60%
K1, K2, K3, K4, K5 S1, S2, S3, S4, S6 A2, A3, A4	The analysis of a curriculum document and pedagogical approach/model and its broader contribution to teaching and learning.	Academic Essay	40-60%

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](#)