



Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING PEDAGOGY IN GLOBAL AND LOCAL CONTEXTS
Course ID:	EDMED7076
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Course:

This course 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 course. 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)

Placement Component: No

Program Level:

Level of course in Program	AQF Level of Program					
	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

Course 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.

Values:

- V1.** Value diverse pedagogical approaches that support and enhance teaching and learning
- V2.** Value diverse settings and contexts that foster inclusive teaching and learning
- V3.** Openness to considering diverse viewpoints and examining personal mind sets.
- V4.** Value cultural and social diversity in educational contexts.
- V5.** Appreciate the importance of a critically reflective stance on the purposes of education.

Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		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	Learning 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%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)