Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	READING IN THE 21ST CENTURY
Unit ID:	EDMST6014
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070303

Description of the Unit:

This unit will enable students to investigate the reading skills, processes and strategies that are essential to acquiring twenty-first-century literacies. Critical challenges facing reading comprehension in the digital era will be explored, with attention to multimodalities and their corresponding multiliteracies. Students will interrogate how reading texts from screens and from paper may differ in terms of deep versus shallow processing. They will examine multimodal and hybrid texts through various theoretical frameworks including semiotics and social constructivism. Students will research and plan for various pedagogical strategies for teaching critical digital reading practices.

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:

(On successful completion of the unit the students are expected to be able to):

Knowledge:

K1. Examine and interrogate the concepts and constructs that inform contemporary definitions of reading comprehension.

K2. Identify and examine multimodalities and their corresponding multiliteracies.

K3. Explore the semiotic systems through which meaning is made and the implications for reading comprehension via print and screen.

K4. Investigate approaches and strategies for teaching critical digital reading.

Skills:

S1. Analyse contemporary theories of reading comprehension to inform teaching.

S2. Interpret curriculum and apply understandings of multimodalities to support learner's critical digital reading skills.

S3. Incorporate a range of semiotic systems and modalities when planning for literacy learning.

S4. Identify effective pedagogical strategies to differentiate reading instruction for diverse learners.

Application of knowledge and skills:

A1. Critically evaluate the theoretical perspectives and pedagogical challenges of reading in the digital era.

A2. Interpret curriculum and apply understandings of multimodalities to support learner's critical digital reading skills.

A3. Plan and design lesson sequences incorporating effective pedagogical approaches, digital reading tools and strategies.

Unit Content:

Topics may include:

- The digital culture and implications for cognitively demanding deep-reading processes.
- Contributions of neuroscience to the understanding of digital reading.
- Reading and learning from screens and from paper.
- Multimodal texts and their multiliterate affordances.
- Comprehension models and theories.
- Self-monitoring and digital reading comprehension skills.
- The importance of critical literacies in the digital age.

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.	A1, S1, K3	AT1
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.	S4, K4	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.	S2, S4, A3	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.	A1, A2, 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.	S2, K4	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S1, S2, A1	Literature review	Literature review	40-60%
K3, K4, S2, S3, S4, A2, A3	Create comprehensive teaching materials, practices or programs for teaching reading, relevant to the student's own teaching context.	Negotiated unit of work	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](#)