

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: LEARNING THEORIES: VET IN CONTEXT

Unit ID: EDTAS2001

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070109

Description of the Unit:

This unit provides an introduction to learning theories and their implications for, and application to, teaching. The unit covers the full range of learning theories, such as cognitive, behavioural and humanist, and also more recent theoretical developments. It focuses in particular on those most relevant to teaching and training in the vocational education and training (VET) and adult learning sectors. While most students are already working as teachers and trainers, their prior qualifications may not have included a deep or broad theoretical basis. In this unit they have the opportunity to explore learning theory from their own viewpoint as learners, and in the context of their own teaching practice. They will develop a critical stance, to examine tensions in the relationship between learning theories and current policies and practices in the VET sector. There is particular focus on the nature of the learners whom the students are likely to encounter in teaching in the VET sector.

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.** Compare and contrast different learning theories utilised in teaching and assessment practices in VET settings
- K2.** Describe some means by which learners interpret, understand and make meaning from their experience
- K3.** Discuss contemporary research which helps to explain how and why learners construct knowledge
- K4.** Describe the characteristics of learners in VET settings.
- K5.** Describe the different contexts in which VET and adult education are delivered.
- K6.** Identify the relative advantages and disadvantages of basing practice on particular learning theories in differing situations.
- K7.** Identify the appropriateness of different teaching approaches for different cultural groups.
- K8.** Discuss the implications of the assumptions made in VET policy and practice about how students learn and teachers teach.
- K9.** Critically analyse 'fashionable' learning theories
- K10.** Investigate subject-specific pedagogy for their own industry area.

Skills:

- S1.** Select repertoire of skills based on appropriate learning theories and on nature of learner cohort
- S2.** Identify the most appropriate learning theories for individual learner cohorts
- S3.** Demonstrate academic skills appropriate for Associate Degree level.
- S4.** Critically analyse literature on learning theories.
- S5.** Utilise learning theory to reflect on own teaching performance.

Application of knowledge and skills:

- A1.** Apply learning theories to own practice as a learner
- A2.** Apply learning theories to own teaching practice.

Unit Content:

The content for this unit includes an exploration of both traditional and contemporary theories of learning, and the relationship that these have with vocational education and training, across a diverse range of settings and students. It investigates the different ways in which knowledge might be constructed, and addresses some concerns about the relative value of different types of knowledge and pedagogy. Students are encouraged to apply the theoretical understandings to 'real life', by applying them to their own teaching and learning situation, as part of which they appreciate the contribution of subject-specific pedagogy. Students develop an understanding of how, as teachers, they can moderate the influence of national State and institutional policies and practices in VET.

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, K6, K9, S2, S4, A1, A2,	AT2, AT3
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.	K7	AT3
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.	K3, K8	AT1
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.	A2, S5	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K9, K10, A1	Write short summaries of selected learning theories and say how they relate to self as a learner and to own students.	Short responses	20-30%
K2, K3, K4, K5, K6, S1, S2, S5, A2	Write an account of one or more difficult teaching experiences, and how learning theories explain the situations and could lead to improvement.	Short Account	20-30%
K1, K4, K5, K6, K7, K8, K10, S3, S4, A3	Appraise the utility of various learning theories for VET in general and for its diversity; and for own teaching situation.	Academic essay	40-50%

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](#)