

School / Portfolio: Faculty of Education and Arts

Course Title: BECOMING A TEACHER II

Course ID: EDBPE2102

Credit Points: 10.00

Prerequisite(s): (EDBPE1001 or TD520)

Co-requisite(s): Nil

Exclusion(s): (TD623)

ASCED Code: 070105

Level: Advanced

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- K1.** continue to develop their understanding of learners and learning;
- K2.** enhance their understanding of the inter-connected nature of learning approaches, content, classroom organisation and management, learners' needs and school and community contexts;
- K3.** develop a good working knowledge of Victorian curriculum guidelines and structures ; the Victorian Certificate of Education and the Victorian Certificate of Applied Learning
- K4.** explore ways to foster positive learning environments, establish supportive relationships with students, and develop strategies for establishing clear, challenging goals and achievable expectations for students;
- K5.** develop the understandings and approaches to be able to express a view of themselves as a reflective professional practitioner, who is able to think critically and constructively, apply knowledge, expertise, research findings and personal theories of professional practice, and use feedback from students to suggest changes to teaching practice;
- K6.** understand and work within professional/contextual requirements including school policies, professional ethics, legal requirements, and cultural diversity.

Skills:

- S1.** develop the competence to promote learning for all students by designing, evaluating and using a range of pedagogical approaches which foster independent and cooperative learning and respond to differences in learners;
- S2.** develop skills in a range of learning technology resources and of developments in e-learning, exploring how these can be integrated constructively and creatively with other resources to produce a challenging and rigorous curriculum;
- S3.** explore approaches and formats for monitoring and assessing student learning, for providing constructive and useful feedback, and for developing metacognitive abilities in students;
- S1.** develop the competence to promote learning for all students by designing, evaluating and using a range of pedagogical approaches which foster independent and cooperative learning and respond to differences in learners;

Course Outline

EDBPE2102 BECOMING A TEACHER II

- S2. develop skills in a range of learning technology resources and of developments in e-learning, exploring how these can be integrated constructively and creatively with other resources to produce a challenging and rigorous curriculum;
- S3. explore approaches and formats for monitoring and assessing student learning, for providing constructive and useful feedback, and for developing metacognitive abilities in students;

Course Content:

- theories about learning and their impact on approaches to teaching;
- critical study of the nature of knowledge and how students construct meaning;
- ways of creating learning environments for different learning outcomes: planning, organising, monitoring and evaluating for effective learning;
- exploration of the role and integration of learning technologies in teaching and learning;
- processes for collecting information about learners and learning, and for reflecting on, analysing and critiquing issues which arise from that information;
- curriculum structures and their underlying rationales, particularly those currently in place in Victoria;
- an introduction to codes of ethics and legal requirements as they affect the work of teachers in school communities;
- related areas identified as significant/important by the students.

Learning Task and Assessment:

Assessment Task	Assessment Type	Weighting
Research an issue related to teaching and learning, and organise the findings in a format that will involve the group in active learning about the issue.	Peer presentation	25%
Develop a written explication and argument regarding the teaching and learning issue (see task 1), drawing on relevant research and relating it to current practice.	Essay (2500 words)	25%
Maintain up-to-date records of own learning experiences, with responses and considered critique.	Reflective portfolio	25%
Develop a response to a problem- based scenario relating to teaching, learning and schools.	Format to be negotiated	25%

Adopted Reference Style:

APA