



Course Outline

EDGCT5201 CRITICAL ENQUIRY IN EDUCATION

Title: CRITICAL ENQUIRY IN EDUCATION

Code: EDGCT5201

School / Division: School of Education

Level: Advanced

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: Nil

Progress Units: 30

ASCED Code: 07011

Objectives:

Knowledge of contemporary issues in literacy;

- Understanding of theories underpinning contemporary approaches to English language and literacy education and their applications in classrooms, in particular, reading;
- Understanding of the development of reading, writing and oral language from a range of perspectives;
- Understanding of the role of language in learning, in a range of educational contexts, with a particular focus on the role of the teacher's language in scaffolding learning;
- Incorporation of Children's Literature;
- Development of a wide range of teaching strategies appropriate to varying learner needs, and effective application of these during the concurrent teaching days and block field experience;
- Assessment of learning within the key learning area of English using a range of assessment strategies, including those specific to particular school literacy program;
- Understanding of the role and impact that E-learning has on literacy learning;
- Fundamental research and critical literacy skills in processing information.

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

Content:

Topics may include:

- Definitions of literacy
- Models of language and literacy learning e.g. functional model
- Children's Literature as the necessary component of the reading and writing processes
- Exploration of the components of language and literacy (speaking, listening, writing [spelling, handwriting], reading and viewing) and how they develop;
- Teaching approaches and strategies linked to early language and literacy learning e.g.



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- language experience, guided and shared reading, modeled writing, oral-retells
- Components of Readers Workshop and Writers Workshop e.g. Literature Circles, conferences, comprehension strategies;
- Introduction to current programs in schools (as for example, Early Years Literacy, Reading Recovery, Middle Years Literacy) in Victoria and programs across Australia;
- Frameworks and continuums for assessing early language and literacy development e.g. English CSF II;
- Authentic assessment including use of student portfolios, peer and self assessment, rubrics
- Analysis of talk in home and school settings e.g. turn-taking, topic initiation
- Research at points of transition and issues for language and literacy teaching

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Observations and analysis related to young language users in schools.	Oral/ICT presentation	20-30%
Negotiated research project related to Children's Literature and reading comprehension strategies	Portfolio including rationale and annotated bibliography	30-40%
An English course will be developed, and then implemented during the practicum block.	Program and evaluation showing how learning theory framed the course, student work, and reflection.	20-40%

Adopted Reference Style:

APA

Library Website:

http://www.ballarat.edu.au/aasp/student/learning_support/generalguide/