

# ETL301 Learning and Teaching Adolescents

## Assignment 2 – **Not a template**

Title: Learning and Teaching resources

Value: 30%

Length: 1500 words or equivalent

### Learning Outcomes

- Review current theories of adolescent development to apply and evaluate different pedagogical approaches to teaching and learning 21st Century adolescent students.
- Apply and integrate knowledge of diverse people and cultures in the context of secondary educational settings.
- Design and develop learning experiences for 21st Century adolescent learners using contemporary technology.
- Design and develop secondary school learning experiences that critically engage with personal, community, national and global issues to reflect the 'real' world that adolescent students are negotiating in their transition to adulthood.

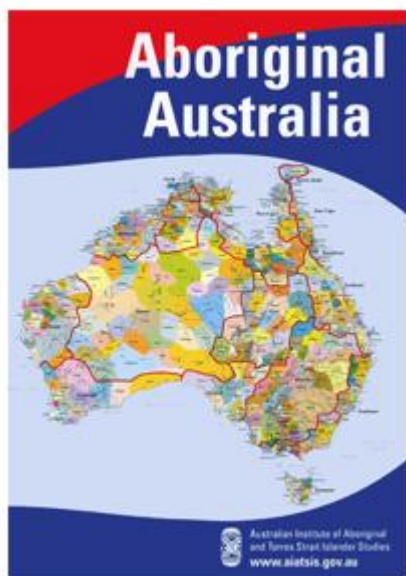


### Tips on presenting your assignment

- Not a template but whether you are submitting the assignment as multimedia, text, audio, image, poster, presentation, video or by song (it would need to be a pretty good song though), please make sure you include all the required content as described in the assignment task sheet, rubric and ensuring it meets the learning outcomes listed. Things to include are:
  - Description of resource in terms of learning and teaching cycle
  - Overview of pedagogy and teaching strategies
  - How the resources can be used in diverse classrooms
  - Links to Australian Curriculum
  - Show how the resource supports students to work towards the 4Cs of 21<sup>st</sup> Century learning (use Bloom's taxonomy to demonstrate progression to higher order thinking)
  - Make sure you demonstrate principles of TPaCK for at least one resource.

**Example: Please remember this is an abbreviated example and more detail is required for submitting assignment regardless of format**

### Resource 1: Hardcopy map of Aboriginal Australia



- Description of resource in terms of learning and teaching cycle

The resource would be used to initiate interest and discussion at the beginning of an inquiry unit of work based. In your assignment you would describe the strategies you use to introduce the map, whether students would work in groups, pairs or individually. How you would support their discussion to form open questions for guiding inquiry (or you might facilitate guided inquiry by providing open question and allowing negotiation). How many maps would you provide – one per group, in pairs or otherwise?

- Overview of pedagogy and teaching strategies

Constructivist pedagogies are the overarching philosophy for inquiry based learning and in the map in this instance is being used as a prompt to raise interest and discussion. This point overlaps with previous point and you could discuss together for more holistic approach. Again, remember to describe teaching strategies for introducing the subject, supporting open discussion in a respectful setting and how students will work.

- How the resources can be used in diverse classrooms

Describe awareness of the sensitivity of this map for Aboriginal and Torres Strait Islander students'; some may not be aware of the extent of Aboriginal culture in mainland Australia as they have been removed from culture through generations. Some Aboriginal and Torres Strait Islander students will be able to identify their country and culture and thus become experts in this topic for the class. Since the map provides visual cues to prompt interest and discussion there is reduced reliance on literacy or numeracy for students to participate but it may be useful strategy to pair or groups students to support literacy needs where required. Also describe how you would support engagement in the map by even most unsettled students. What could you do to encourage engagement?

- Links to Australian Curriculum

This resource links to Humanities and Social Science curriculum and provides integrated learning for a History and Geography unit as well as linking into the Cross Curricular priority Aboriginal and Torres Strait Islander histories and cultures. General capabilities of intercultural understanding, ethical understanding and critical and creative thinking. In your assignment ensure you describe how the resource can be used to link to these curriculum areas.

- Show how the resource supports students to work towards the 4Cs of 21<sup>st</sup> Century learning (use Bloom's taxonomy to demonstrate progression to higher order thinking)

Initial introduction of this resource provides information that might surprise students, this initial part of the related activity is in the bottom of the Bloom's pyramid (suggest you use images and visual cues to demonstrate this), as students come to understand and relate the map to different Aboriginal countries, cultures and languages they are moving up the pyramid to understanding. Through discussion students will start to move up the pyramid with the aim that most students will achieve critical and creative thinking (higher order thinking) by the completion of the unit. Describe this process in more detail through diagrams, text or other audio visual material.

- Make sure you demonstrate principles of TPaCK for at least one resource.

This resource does not demonstrate the principles of TPaCK at this stage but will engage students in inquiry unit that requires ongoing research. Describe how technology can be included in the inquiry and how this relates to TPaCK.

Marking Criteria	High Distinction	Distinction	Credit	Pass	Fail
Context for resources demonstrates ability to apply theories to a practical application	Demonstrates imagination and/or originality in resource development and application	Demonstrates sound ability in resource development and application	Demonstrates ability in resource development and application	Demonstrates developing ability in resource development and application	Fails to demonstrate ability in resource development and application
Context and use of resource demonstrates ability to synthesise knowledge and concepts of the Australian curriculum in a practical application	Demonstrates imagination and/or originality in ability to synthesise knowledge and concepts of the Australian Curriculum in a practical application	Demonstrates sound ability to synthesise knowledge and concepts of the Australian Curriculum in a practical application	Demonstrates ability to synthesise knowledge and concepts of the Australian Curriculum in a practical application	Demonstrates developing ability to synthesise knowledge and concepts of the Australian Curriculum in a practical application	Fails to demonstrate ability to synthesise knowledge and concepts of the Australian Curriculum in a practical application
Discussion/demonstration of resource applications demonstrates ability to apply principles of diversity to a practical application	Discussion/demonstration of resource application for diversity shows creativity and originality	Discussion/demonstration shows sound ability to apply diversity principles in a practical application	Discussion/demonstration shows ability to apply diversity principles in a practical application	Discussion/demonstration shows developing ability to apply diversity principles in a practical application	Fails to demonstrate ability to apply diversity principles in a practical application
Resource use and application demonstrates understanding of 21 <sup>st</sup> Century context	Demonstrates imagination and flair in providing 21 <sup>st</sup> Century resources to a practical application	Demonstrates sound ability in providing 21 <sup>st</sup> Century resources to a practical application	Demonstrates ability in providing 21 <sup>st</sup> Century resources to a practical application	Demonstrates developing ability in providing 21 <sup>st</sup> Century resources to a practical application	Fails to demonstrate ability in providing 21 <sup>st</sup> Century resources to a practical application