FACULTY OF EDUCATION AND ARTS
SCHOOL OF EDUCATION
SEMESTER 1, 2018
EDFD546: DEVELOPMENT AND LEARNING
UNIT OUTLINE

Credit points: 10

Prerequisites / incompatibles: Nil

Position in course map:

Course	Unit code	Year	Semester
MTCHS	EDFD546	1	1

N.B. Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable nor completion within the minimum time.

Description:

This unit is based on recent and significant insights from cognitive and developmental psychology to provide frames of reference to assist pre-service teachers to understand student characteristics in the middle and adolescent years, and their implications for teaching. Particular emphasis is placed on relevant aspects of the learner, the teaching context and how to connect educational theory to practice in learning environments. Pre-service students are expected to reflect on theories of learning, develop an informed personal view of learning processes, and have a critical reflective understanding of pedagogy based on sound educational psychology principles. From their individual and social perspectives students will examine and compare the processes of how people learn and develop a rich understanding of the teacher's role in creating effective, challenging and inclusive learning environments. An important aim of the unit is to enable pre-service teachers to implement effective practices to facilitate learning in in today's digitally enabled classrooms.

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Mode/attendance pattern:

This is a fully online unit.

The Faculty of Education and Arts is committed to preparing graduates who are workforce ready. Readiness for the practical demands of classroom teaching involves the capacity to apply theoretical knowledge. The ability to apply knowledge is reflected in the Australian Qualifications Framework requirements at Graduate level (http://www.aqf.edu.au/aqf/in-detail/aqf-levels/).

This unit is an important part of your development as a teacher. Thus full engagement in this unit is strongly advised.

Duration:

This unit runs over a 12 week-semester or equivalent (see schedule on pages 6 & 7). You should anticipate undertaking 150 hours of study for this unit. This time includes readings, critical reflections, contributing to e-discussions and assignment preparation. The table below provides some guidelines for the distribution of your time in this unit.

Task	Details	Hours
Orientation	Initial reading of unit outline and online information	1.5
Weekly tasks and readings	Average of 6 hours per week x 12 weeks	72
Assignment 1	Critical reflection	20
Assignment 2	Part A: Critical reflection forum: Average 1.5 hrs per week x 9	13.5
	Part B: Analysis of learning and development theories	20
Assignment 3	Critical response to learning and teaching	20
Webinars	3 x 1 hr (not compulsory)	3
Total unit hours		**150**

LEARNING OUTCOMES

This unit contributes to a professional program that requires development of particular attributes that were established during the program's internal approval and external accreditation processes.

On successful completion of this unit, you should be able to:

1. develop and apply a critical understanding of student characteristics and learning needs, using human development and learning theories, with a particular focus on adolescence and the secondary school years (GA4, GA5; APST 1.1, 1.2)

2. critically analyse basic assumptions, concepts, and principles of major learning and human development theories to determine the implications of each theory for instructional settings (GA4, GA5, GA8; APST 1.1, 1.2, 1.5)

3. articulate a critical understanding of the impact of culture, cultural identity and linguistic background on the education of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including students from Aboriginal and Torres Strait Islander backgrounds (GA4, GA8; APST 1.3, 1.4)

4. critically examine and synthesise individual and social constructivist approaches to learning and teaching, to inform the development of strategies that are responsive to the needs of diverse learners (GA8; APST 1.1, 1.2, 1.3, 1.4, 1.5)

5. synthesise theories of learning and examples and apply to the evaluation, development and safe, responsible, ethical implementation of ICT enabled learning resources and pedagogies to engage diverse learners (GA8, GA9, GA10; APST 3.4, 4.1, 4.5).

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Professional Standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. For teacher registration purposes, the 'Graduate' Standards are the benchmark for those completing initial teacher education programs and applying for provisional registration. You can view the complete set of standards here: **http://www.aitsl.edu.au/australian-professional-standards-for-teachers**

On successful completion of this unit, you should have developed your ability to:

1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.

GRADUATE ATTRIBUTES

Each unit in your program contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at http://www.acu.edu.au/204356. All Australian universities have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop Graduate Attributes.

On successful completion of this unit, you should have developed your ability to:

GA4   think critically and reflectively

GA5   demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession

GA8   locate, organise, analyse, synthesise and evaluate information

GA9   demonstrate effective communication in oral and written English language and visual media

GA10 utilise information and communication and other relevant technologies.

CONTENT

Topics will include:

This unit is based on an understanding that learning and development of individuals are processes that are situated in complex and diverse socio-cultural contexts. The content includes the following:

Learner characteristics and development and how these may affect learning

- age-level adolescent socio-cognitive and emotional characteristics
- theories of psychosocial, emotional and cognitive development
- challenges and behaviours in the middle and adolescence years
- understanding student differences in ability, development and achievement
- awareness that all learners can be literate and numerate
- the impact of culture, cultural identity and linguistic background on the education of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including students from Aboriginal and Torres Strait Islander backgrounds

Learning theories and applications for teaching and learning of self-regulation and lifelong learning

- behavioural and social cognitive theories and how they apply to classroom management
- information-processing theory, memory and learning strategies
- constructivist approaches to learning, teaching and assessment
- self-regulation and lifelong learning
- applications and implications of new technologies for assisting learning

Creating effective class and school learning environments:

- a range of resources and strategies, including ICT, that are responsive to the needs of diverse learners
- how students learn with peers, in groups and individually

- how to motivate and engage learners
- information technology and social media as tools for learning, and their safe, responsible and ethical use
- developing student centred learning strategies and resources to support metacognition and reflection.

QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

For Semester 1, 2018, the order of the 2nd and 3rd assessment tasks have been reversed. This allows more time to engage with relevant content via the online modules before the submission of the tasks.

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete your SELT survey for this unit. You can also provide constructive feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

Suggested study schedule

You can work through this unit as quickly as you like. As a rough guide, you should aim to complete about one module per week. Modules do vary in their size (i.e., quantity of reading etc).

Week	Start Date	Topic	Key readings and activities
Part 1 – The process of learning			
1	26 Feb	Module 1: What is learning? • Neurological basis of learning • Knowledge and expert thinking • Structure of knowledge • Memory	Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo.
2	5 Mar	Module 2: Behavioural views of learning • Classical conditioning • Operant conditioning • Social learning theory	Ch. 4 (3rd & 4th Ed), Ch 5 (5th Ed) Woolfolk & Margetts (2010) – Ch.9 Start assessment task 1.
3	12 Mar	Module 3: Cognitive views of learning • Learning as the construction of knowledge • Metacognition • Learning styles	Ch. 5 (3rd & 4th Ed), Ch 6 (5th Ed) Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo. Work on assessment task 1. **Hurdle Task due. 16/3/18**
Part 2 - Introduction to Human Development			
4	19 Mar	Module 4: Emerging capabilities • Physical development • Brain maturation • Language development • Literacy & numeracy development	Ch. 1 (3rd & 4th Ed), Ch 2 (5th Ed) Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo. Work on assessment task 1.
5	26 Mar	Module 5: Cognitive development • Theories and applications • Piaget, Vygotsky	Ch. 2 (3rd & 4th Ed), Ch 3 (5th Ed) Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo. **Assessment task 1 due. 10pm 29/3/18**
	2 Apr	**Mid semester break**	
6	9 Apr	Module 6: Social, emotional, and moral development • Psychosocial development • Moral development • Self-concept, self-esteem, self-efficacy • Emotional development	Ch.3 (3rd & 4th Ed), Ch 4 (5th Ed) Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo.
7	16 Apr	Module 7: Sociocultural factors in the learning process	Ch. 10 (3rd & 4th Ed), Ch 11 (5th

		• Bronfenbrenner's Bioecological model Ethnicity, language, and culture	Ed) Engage with, and reflect on, the learning resources that have been provided on Leo. Contribute to topics in the Critical Reflection forum on Leo. Start assessment task 2.
**Part 3 – Stimulating effective learning**

8	23 Apr	Module 8: ICT in learning
		   • Learning and teaching through ICT's
		   • ICT's and theories of learning
			Ch. 11 (3rd & 4th Ed), Ch 12 (5th Ed)
			
			Engage with, and reflect on, the learning resources that have been provided on Leo.
			
			Contribute to topics in the Critical Reflection forum on Leo.
			
			Work on assessment task 2.

9	30 Apr	Work on assessment task 2	**Assessment task 2 due. 10pm 4/5/18**

10	7 May	Module 9: Motivation and engagement
		   • Key concepts & theories
		Module 10: Intelligence and effective learning
		   • Intelligence
		   • Gardner's multiple intelligences
			Ch. 7 & 8 (3rd & 4th Ed), Ch 8 & 9 (5th Ed)
			
			Engage with, and reflect on, the learning resources that have been provided on Leo.
			
			Contribute to topics in the Critical Reflection forum on Leo.
			
			Work on assessment task 3.

11	14 May	Work on assessment task 3	
12	21 May	Work on assessment task 3	**Assessment task 3 due. 10pm 25/5/18**

Important dates:

31 March is the final date to withdraw from a unit via Student Connect with no financial or academic penalty.

3 June is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains.

ASSESSMENT

The assessment tasks for this unit are designed for you to demonstrate your achievement of the learning outcomes. In order to demonstrate sufficient achievement against the learning outcomes and to achieve a passing grade in the unit, it is a requirement that all assessment tasks must be submitted.

Assessment tasks	Due date	Weighting (%)	Learning outcome/s assessed	Graduate Attributes	Australian Professional Standards for Teachers
Hurdle Task Completion of the Literacy and Numeracy Diagnostic Task. The LANTITE diagnostic is a tool designed to support the University's commitment to ensuring all students are aware of their own personal literacy and numeracy knowledge and skills. All students in this unit must undertake the LANTITE diagnostic hurdle task. This tool allows all students to assess themselves against ACU graduate attributes.	10pm, 16/3/18	See notes at bottom of page 9		5, 9, 10	
Task 1 **Critical Reflection** Synthesise theories of adolescent development and learning and incorporate these into a critical reflection on personal learning.	10pm, 29/3/18	30	1, 2, 4	4, 8	1.1, 1.2, 1.5
Task 2 **Response to learning and teaching episode.** This will involve a presentation incorporating the use of ICT and relevant media to investigate and evaluate learning and teaching approaches	10pm, 4/5/18	30	4, 5	8, 9,10	1.1, 1.2, 1.3, 1.4, 1.5, 3.4, 4.1, 4.5
Task 3 **Analysis of learning and development theories** This will involve the analysis of theories of learning and development and their application to a complex teaching and learning problem or situation, supported by research evidence. Must demonstrate knowledge of the impact of background, and specific strategies to address the learning needs of learners from diverse backgrounds, including students from Aboriginal and Torres Strait Islander backgrounds.	10pm, 25/5/18	40	2, 3	4, 6, 8	1.1, 1.2, 1.3, 1.4, 1.5

Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student's performance on the assessment tasks and the LiC's professional judgement about the student's demonstration of the learning outcomes.

The following minimum standards table will be used as indicators of the Overall Grade for this unit.

Overall Grade	Descriptor	Minimum total assessment score
HD	Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline.	85%
DI	Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication.	75%
CR	Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability.	65%
PA	Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.	50%
NF	Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible.	45%
NN	Little or no attainment of learning outcomes, with limited understanding of course content or skill development	0

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

1. Each assessment criterion will be scored using a 5 point scale (A = 4, B = 3, C = 2, D = 1, E = 0).
2. For each assessment task, the numerical grades from the 4 criteria will be summed to give a score out of 24 and scaled to equate with the weighting of the task.
3. Non submission of a task will result in a score of 0 for that task.
4. For Task 2, Part A, each forum contribution will contribute 1 point to a maximum of 10.
4. The four weighted scores will be summed to give a total score out of 100.
5. The above table will be consulted and the Overall Grade for the unit awarded.

This unit contains a Hurdle Task. Failure to satisfactorily complete the hurdle task in this unit will result in a maximum mark of 49% and a grade of NH (Hurdle Fail). Students with an NH grade are not eligible for supplementary assessment in the unit. No credit for the unit will be awarded. If the unit is a requirement for course completion, the whole unit will need to be repeated and successfully passed at a later date.

ASSESSMENT TASKS

Hurdle Task

The Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) is a government requirement imposed on all Teacher Education courses. Successful completion of the LANTITE is a requirement that must be met before graduation. At ACU we have developed a LANTITE diagnostic test to help you to prepare for this final requirement. This diagnostic test enables you to identify early areas of Numeracy and Literacy that you need to strengthen during your teacher education course.

You are required to complete the (LANTITE) diagnostic test as a hurdle task in this unit. A hurdle task is marked on a pass/fail basis and is required to pass the unit but does not contribute to the final grade. However if you if you do not complete this hurdle task by the end of Semester, your grade for the unit will be withheld.

A link to the diagnostic test will be included on the LEO site for this unit under the Assessment tile. Please complete the diagnostic test by **Friday 16th March**.

Assignment 1

Due date:	10pm, 29/3/18
Weighting:	30%
Length and/or format:	Powerpoint, Prezi (or similar). Minimum 20 slides/transitions, max 30.
Purpose:	To effectively plan and lead the learning of others, you need to understand your own approach to learning – your strengths and weaknesses etc. This task requires you to critically reflect on the question: ***Who am I as a learner?***
Learning outcomes assessed:	1. develop and apply a critical understanding of student characteristics and learning needs, using human development and learning theories, with a particular focus on adolescence and the secondary school years
	2. critically analyse basic assumptions, concepts, and principles of major learning and human development theories to determine the implications of each theory for instructional settings
	4. critically examine and synthesise individual and social constructivist approaches to learning and teaching, to inform the development of strategies that are responsive to the needs of diverse learners
How to submit:	Upload to LEO (20 MB limit) or share a Dropbox link with me.
Return of assignment:	NA. Feedback/criteria sheet will be emailed to your ACU email account.
Assessment criteria:	See criteria sheet in the appendix

Some background:

Being reflective involves more than just thinking. It means reflecting on ourselves or our actions through an objective lens. It also involves an extra cognitive step by recording our thinking in some way. This is usually by writing – an integral step in critical reflective practice – because when we write a deeper level of cognition is drawn upon. Consider the different types of accounts that can be created following an event and how they differ in their sophistication:

1. **Descriptive Accounts**

   These describe the events as they occurred in a *factual* manner. These often detail quantitative information like names of people involved, where, time and date, how many, how long, etc.

2. **Reflective Accounts**

   Still largely descriptive but this account will have some analysis with the writer distanced from the event. Think of this level as like *examining the reflections in a mirror*, thereby standing back and describing events and providing some analysis as to why this might have occurred as a disinterested party.

3. **Critically Reflective Accounts**

   Written with the writer at the centre of the activity and looking at what part they played in the activity in question. Looks at the issue from multiple perspectives not just our own. Written after some distance from the event has happened, either time or in re-reading journal entries to 'reflect on prior reflections'. Clear learning outcomes or plans are made as part of the process. i.e. *What? So What? Now What?*

What do you need to do?

Create a critically reflective account of your <u>personal learning journey</u> that has brought you to where you are today and answer the question: ***Who am I as a learner?***

You need to do more than just recount times and places, you need to critically reflect on your characteristics as a learner (e.g., strengths, weaknesses, goals, motivations, self-concept, self-efficacy, personality type* etc) and how these characteristics developed over time (Learning Outcome 1). In doing so, you need to <u>make clear links to theories of human development and learning </u>and demonstrate your knowledge of these theories by critically analysing the basic assumptions, concepts, and principles of these theories <u>and how they relate to your own development and personal learning journey</u> (see Hint 1) (Learning Outcome 2). You should also critically reflect on the environmental and social influences on your development (see Hint 2) (Learning Outcome 4).

> *Hint 1: As a critical reflection, you need to address the questions of: What? So What? Now What?*
> *Hint 2: For a review of Social Cognitive and Constructivist Views of Learning, read Chapter 9 of Woolfolk & Margetts (2010). This will be found on Leo.*

Submit your reflection as a digital presentation (e.g., Powerpoint, Prezi). Minimum 20 slides/transitions, max 30. You may embed narration or videos into your presentation – but be conscious of the file size as there is a 20MB upload limit for submissions in Leo. If your file is larger than this, you will need to save it in a dropbox, paste the link into a word document and submit this file into Leo. Although this submission is digital, you still need to support your discussion of the theories of human development and learning with accurate APA referencing.

Note: It is best if you have completed Modules 1-5 before submitting this task – but don't wait to complete them before starting to work on it!

Assignment 2.

Due date:	10pm, 4/5/2018
Weighting:	30%
Length and/or format:	Submit a 5-10 minute video clip.
Purpose:	This task involves a video reflection on aspects of student learning.
Learning outcomes assessed:	4. critically examine and synthesise individual and social constructivist approaches to learning and teaching, to inform the development of strategies that are responsive to the needs of diverse learners
	5. synthesise theories of learning and examples and apply to the evaluation, development and safe, responsible, ethical implementation of ICT enabled learning resources and pedagogies to engage diverse learners
How to submit:	See instructions on Leo
Return of assignment:	Via Leo.
Assessment criteria:	See criteria sheet in appendix.

Constructivism is based on the theory that people construct their own understanding and knowledge of the world through experience and subsequent reflection. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to extend their knowledge and then to reflect on and talk about what they are doing and how their understanding is changing.

Teachers using a constructivist approach encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN. One of the teacher's main roles becomes to encourage this learning and reflection process.

With the above points in mind, you are to choose three (3) contemporary ICT 'learning tools' that are relevant to students in years 7-10. You are to critically examine your chosen tools and discuss the way each:
* can be used to support constructivist approaches to learning and teaching (Learning Outcome 4).
* can be used to support/respond to the needs of diverse learners (Learning Outcome 4)
* can be implemented safely, responsibly and ethically in a secondary school classroom environment (Learning Outcome 5)

You are to create a 5 to 10 minute video in which you briefly discuss constructivism (include some references here), introduce your chosen tools and discuss the three points listed above. Screencast-o-matic www.screencast-o-matic.com is a useful tool for this and will allow you to demonstrate your chosen software or web-based tools (Learning Outcome 5).

The 'learning tools' you choose can be hardware (e.g, iPad, iPhone, GPS, fitness trackers, calculators, video cameras etc) or software/app (e.g., Wordle www.wordle.net, socrative www.socrative.com, Kahoot www.getkahoot.com, Zondle www.zondle.com, Memorize www.memorize.com, Inspiration 9 www.inspiration.com, Canva www.canva.com, Piktochart www.pictochart.com, Voicethread www.voicethread.com, Padlet www.padlet.com, Poll Everywhere www.pollev.com, Google Docs, etherpad www.etherpad.org or www.etherpad.net). These are just a few examples of what exists. Do some exploring.

Note: it is useful to have completed Module 8 before submitting this assignment.

Assignment 3

Due date:	10pm, 25/5/18
Weighting:	Part A: 10%, Part B: 30%
Length and/or format:	Part A: Submit evidence that you have contributed the minimum of one discussion posting per week (i.e., 9 posts in total each being 100-300 words in length) and; one new question/discussion topic during the semester.
	Part B: maximum 3 pages/1000 words for each topic (excluding references and diagrams).
Purpose:	This task requires you to analyse topics associated with learning and development.
Learning outcomes assessed:	2. critically analyse basic assumptions, concepts, and principles of major learning and human development theories to determine the implications of each theory for instructional settings
	3. articulate a critical understanding of the impact of culture, cultural identity and linguistic background on the education of students from diverse linguistic, cultural, religious and socioeconomic backgrounds, including students from Aboriginal and Torres Strait Islander backgrounds
	4. critically examine and synthesise individual and social constructivist approaches to learning and teaching, to inform the development of strategies that are responsive to the needs of diverse learners
How to submit:	Upload to Leo via Turnitin. Please submit as Word files.
Return of assignment:	Via Leo
Assessment criteria:	See criteria sheet in appendix

Part A. 10%. Critical reflections.

The Leo site for this unit features a 'Critical Reflections Forum'. This forum is a place where some thought provoking questions/topics/dilemmas will be posted (initially by the lecturer, but you are expected to add to them).

Your task is to reflect on the topics posted in the forum and contribute to an intelligent e-dialogue about them. While first hand experiences and observations may be useful contributions to the e-dialogue, it expected that contributions should (where possible) make reference to, and critically analyse, relevant learning and development theories.

As a minimum, you must contribute:
* one posting per week (i.e., 9 posts in total each being 100-300 words in length) and;
* one new question/discussion topic during the semester.

It is expected that you will adhere to the highest levels of etiquette in the Critical Reflections Forum. Etiquette can be defined as "conventional requirements as to social behaviour; proprieties of conduct as established in any class or community or for any occasion" (Lexico Publishing Group, 2007). The fundamental requirement of conduct in EDFD546 is that students and course staff act respectfully toward

each other at all times. Pearce (1999) offers some good advice in relation to e-communications etiquette (otherwise known as netiquette) but which also presents as a good rule of thumb for all types of communication:

> The BASIC RULE of etiquette in any circumstance is to have and to show consideration for the other party. If you will just stop and think how the other person is likely to receive your communication, you will go a long way towards preventing misunderstandings and not giving offence. The SIMPLE TEST is: "How would I feel in these circumstances, if I received this message?

In addition, learning to work with and value diversity is essential in our society. Teachers need to be leaders in this area and are expected to show an appreciation for diversity in all its forms (e.g., gender, culture, ability, values, opinions etc.) and conduct themselves in a manner appropriate to the respect of such diversity. The language you use must not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age.

How to submit: Collate your posts and discussion question into a single file. Upload this file to Leo using the portal for Task 2, Part A.

Part B. 30%.

You are to reflect on three (3) complex teaching and learning issues that are relevant to beginning teachers. The first issue is compulsory and will be provided. You can choose the other two (you can draw on topics from the Critical Reflections Forum).

Reflect on each issue and how it relates to the major learning and human development theories that have been introduced in this unit. Then you are to craft a response (maximum of 1000 words or 3 pages for each issue) in which you:

1. clearly identify the issue and demonstrate your in-depth understanding of the issue by providing a succinct and insightful summary of it and its relevance to beginning teachers.
2. critically analyse the basic assumptions, concepts, and principles of the major learning and human development theories that relate to this issue.
3. articulate the possible implications that this issue has for beginning teachers and for the teaching of adolescent students.

Issue 1 (compulsory):
Many beginning teachers find that catering for the particular characteristics and learning needs of students with Aboriginal and Torres Strait Islander backgrounds to be a real challenge.

Submit your analysis as a Microsoft Word file by uploading it to Leo (via Turnitin) using the portal for Task 2, Part B.

You must incorporate in-text references and an accurate reference list (APA format) in your submission for Part B.

REFERENCING

This unit requires you to use the American Psychological Association (APA) referencing system. See the 'Academic referencing' page from the Office of Student Success for more details. Helpful information on referencing electronic sources may be found at the official APA site. Link to the library's APA Referencing.   Explore the site as necessary.

ACADEMIC INTEGRITY

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available from the website. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

Turnitin

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and

- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

The Unit Outline Resources page (http://students.acu.edu.au/241467) contains several important links as a starting point.

PROCESSES WHERE PERSONAL CIRCUMSTNACES AFFECT PERFORMANCE IN ASSESSMENT

A student for whom personal circumstances affect their performance may be eligible to apply for special consideration, deferred examinations or extensions for assessments in accordance with Section 3 of the Assessment Procedures.

Extensions

Extensions may be granted at the discretion of the Lecturer in Charge, where students can provide documentary evidence of accident, illness, and/ or unforeseen and exceptional circumstances that significantly hamper participation or performance in an assessment task.

University semester dates are published well in advance of the start of any academic year, and as such holidays and other travel commitments will not be considered.

Extension applications must be made by completing an EX form.

Extension applications must be submitted at least one full day before the due date of the task, in line with ACU policies and procedures. Applications made after this deadline will not be considered.

Extensions of one calendar week are standard. The maximum extension normally possible is two calendar weeks. If you require more than two calendar weeks, please submit an Application for Special Consideration.

Special Consideration

Students experiencing personal circumstances which significantly hamper their participation or performance in an assessment task or examination should apply for special consideration, where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

Applications for special consideration must be lodged not later than 5 working days after the relevant assessment due date.

Requests for special consideration must be made on the appropriate form (SC) and must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.

Group Work

Where assessment takes the form of group work and one or more students in the group applies for an extension, all members of the group must be listed on the extension request form. If the request is approved, the Lecturer in Charge will then contact all members of the group to advise a new due date.

Late Submission of Assignments

Assessment tasks submitted after the due or extended date will incur, for each whole or part of a calendar day that the work is overdue, a 5% penalty of the maximum marks available for that assessment task up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark.

See section 3 of the Assessment Procedures.

If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Deferred Exams

In certain circumstances, students may be eligible to apply to sit a deferred exam. For more information, please see https://handbook.acu.edu.au/623805

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the **Office of Student Success.**

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.
- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
- **Indigenous Units** on each campus provide information and support for students.

The Unit Outline Resources web page (http://students.acu.edu.au/241467) provides links for each service.

WORKING WITH CHILDREN AND POLICE CHECKS

All pre-service teachers participating in the Professional Experience Program (PEP) must obtain background checks as required by Federal and State/Territory laws. Please refer to the Faculty's **Professional and Community Experience**[1] webpage for requirements in your local State/Territory. The Professional Experience Office will provide further information about the PEP prior to students commencing the program.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

Being a fully online unit, the LEO page for this unit is of vital importance to your learning.

TEXTS AND REFERENCES:

Required text(s)

Duchesne, S., McMaugh, A., Bochner, A., & Krause, K. (2013). *Educational psychology for learning and teaching* (4th ed.). VIC, Australia: Cengage Learning.

You can purchase an e-version of this text here:

https://www.cengagebrain.com.au/shop/search/9780170353113

3rd, 4th or 5th editions of this text are suitable for this unit. The material in the different versions is the same but some variation in pagination may be present.

Further references

Berk, L. E. (2012). *Infants children and adolescents* (7th International ed.). Boston, MA: Pearson Education.

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[1] https://students.acu.edu.au/405437

Dick, W., Carey, L., & Carey, J., (2009). *The systematic design of instruction* (7th ed.). Upper Saddle River, NJ: Merrill/Pearson.

McInerney, D. M. (2013). *Educational psychology: Constructing learning* (6th ed.). Frenchs Forest, NSW: Pearson Education Australia.

Newman, B. M., & Newman, P. R. (2014). *Development through life: A psychosocial approach* (12th ed.). Belmont, CA: Wadsworth/Cengage Learning.

Price, K. (Ed.) (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession.* Port Melbourne, Vic: Cambridge University Press.

Roblyer, M. D., & Doering, A. D. (2013). *Integrating educational technology into teaching* (6th ed.). Boston, MA; Sydney, NSW: Pearson Education Inc.

Santrock, J. W (2014). *Child development: An introduction* (14th ed.). New York, NY: McGraw-Hill Education.

Slavin, R.E, (2014*). Education psychology: Theory and practice* (11th ed.). Boston, MA: Pearson Education.

Snowman, J., Dobozy, E., Scevak, J., Bryer, F., & Barlett, B. (2009). *Psychology applied to teaching.* (1st Australian ed.). Milton, Qld: John Wiley & Son Australia.

Woolfolk, A., & Margetts, A. (2013). *Educational psychology* (3rd Australian ed.). Frenchs Forest, NSW: Pearson Australia

CRITERIA	A (4)	B (3)	C (2)	D (1)	E (0)
LO1: Demonstrate in-depth knowledge of student characteristics **GA4 & GA8**	Your reflection provides clear evidence of detailed, systematic and insightful objective critiques of your personal characteristics. Your self-knowledge appears to be comprehensive and nuanced.	Your reflection provides evidence of systematic and insightful objective critiques of your personal characteristics. Your self-knowledge appears to be detailed.	Your reflection provides evidence of objective critiques of your personal characteristics. Your self-knowledge appears to be adequate for this task.	Your reflection provides limited evidence of objective, critical reflection. Your self-knowledge appears to be superficial.	Objective, critical reflection was not evident. Your knowledge of your own personal characteristics appears to be rudimentary or tenuous.
LO1: Demonstrate in-depth knowledge of principles of major learning and human development theories **LO2: critically analyse basic assumptions, concepts, and principles of major learning and human development theories** **GA5 & GA8**	Your reflection provides substantial evidence of your in-depth knowledge of a strategic selection of key theories of human development and learning. A range of assumptions, concepts, and principles associated with these theories have been expertly analysed and their relationship to your own development is clearly and insightfully presented. Links to theory were very well supported by appropriate references.	Your reflection provides sound evidence of in-depth knowledge of the theories of human development and learning. A range of basic assumptions, concepts, and principles associated with these theories have been adeptly analysed and their relationship to your own development is clearly presented. Links to theory were well supported by appropriate references.	Your reflection provides basic evidence of a satisfactory knowledge of some key theories of human development and learning. Some basic assumptions, concepts, and principles of these theories have been analysed and their relationship to your own development has been presented. Links to theory were adequately supported by appropriate references.	Your reflection provides only limited evidence of your knowledge of the key theories of human development and learning. Your analysis of the basic assumptions, concepts, and principles of these theories and how they relate to your own development appears superficial or lacking in detail. Links to theories were sometimes appropriate.	Your knowledge of the key theories of human development and learning was not evident. Analysis of the basic assumptions, concepts, and principles of these theories and how they relate to your own development was rudimentary or tenuous. Links to theory were not supported by adequate references.
LO4: Critically examine and apply individual and social constructivist approaches to learning and teaching **GA8**	Your reflection provides clear evidence of detailed, systematic and insightful critical examination of a wide range of relevant social, cultural and environmental factors that have shaped your development.	Your reflection provides evidence of systematic and insightful critical examination of a sound range of social, cultural and environmental factors that have shaped your development.	Your reflection provides evidence of critical examination of some of the social, cultural and environmental factors that have shaped your development.	Your reflection provides only limited evidence of critical examination of the social, cultural and environmental factors that have shaped your development.	Critical examination of the social, cultural and environmental factors that have shaped your development was not evident.
Professional Presentation **GA9 & GA10**	Your reflection was very well structured and clearly written. Accurate spelling, grammar and punctuation were used throughout. Very accurate APA referencing used throughout and a full reference list was provided.	Your reflection was well structured and clearly written. Only occasional, minor spelling, grammar and punctuation errors were present. Accurate APA referencing.	Your reflection was satisfactorily structured and written. Minor spelling, grammar and punctuation errors were present. Satisfactory APA referencing with a reference list	Your reflection was poorly structured and written and/or many minor errors exist. Some errors of omissions in referencing or reference list.	Your reflection was very poorly structured and/or contains serious grammatical errors. Many errors of omissions in referencing or reference list.

Version:

CRITERIA	A	B	C	D	E
LO5: apply theories of learning and examples to evaluate ICT enabled pedagogies and learning resources	You have chosen very relevant and engaging ICT tools. Your review of each ICT tool was comprehensive and insightful. You have made very insightful suggestions about ways that the tools could be used as effective learning resources	You have chosen relevant and engaging ICT tools. Your review of each tool was insightful. You have made some useful suggestions about ways that the tools could be used as effective learning resources	You have chosen some satisfactory ICT tools. You have provided a satisfactory review of the tools and made some suggestions about ways that the tools could be used as effective learning resources	You have only superficially reviewed your chosen ICT tools.	Evidence that the learning outcome has been attained is not apparent.
LO4: critically examine and synthesise individual and social constructivist approaches to learning and teaching,	Your video reflection provided a comprehensive synthesis of social constructivist approaches to learning and teaching. A broad range of highly relevant assumptions, concepts, and principles, have been expertly evaluated and insightfully presented.	Your video reflection provided a pleasing synthesis of social constructivist approaches to learning and teaching. A range of assumptions, concepts, and principles, drawn from the theories of human development and learning, have been skilfully evaluated and insightfully presented.	Your video reflection provided evidence of a satisfactory level of synthesis. Some assumptions, concepts, and principles, drawn from the theories of human development and learning, have been evaluated and presented.	Your video reflection provided inconsistent evidence of a satisfactory synthesis of constructivist approaches. Your reflections appear to be misguided or superficial at times.	Evidence that the learning outcome has been attained is not apparent.
LO4: critically examine… strategies that are responsive to the needs of diverse learners	Your video reflection provided a comprehensive analysis of the teaching strategies used to respond to the needs of diverse learners. A broad range of highly relevant assumptions, concepts, and principles related to the needs of diverse learners, have been expertly evaluated and insightfully presented.	Your video reflection provided a pleasing synthesis of the teaching strategies used to respond to the needs of diverse learners. A range of assumptions, concepts, and principles related to the needs of diverse learners have been skilfully evaluated and insightfully presented.	Your video reflection provided evidence of a satisfactory level of synthesis. Some assumptions, concepts, and principles related to the needs of diverse learners have been evaluated and presented.	Your video reflection provided inconsistent evidence of a satisfactory synthesis. Your reflections appear to be misguided or superficial at times.	Evidence that the learning outcome has been attained is not apparent.
Professional Presentation	Your video reflection was very well structured. Your oral communication skills were of a very high standard – there was a natural flow and the underlying logic was apparent. Your video reflection contained evidence of originality and flair. The clarity and quality of both video and audio was very high.	Your video reflection was well structured. Your oral communication skills were of a high standard. The clarity and quality of both video and audio was high.	Your video reflection was satisfactorily structured. Your oral communication skills were appropriate. The clarity and quality of both video and audio was acceptable.	Your video reflection was poorly structured in places and at times lacked natural low or logic. Your oral communication skills were, at times, below the level expected of a graduate teacher. Video and/or audio lacked clarity/quality.	Your video reflection was poorly structured and lacked any natural low or logic. Your oral communication skills were below the level expected of a graduate teacher. Video and/or audio lacked clarity/quality.

CRITERIA	A (4)	B (3)	C (2)	D (1)	E (0)
Issue 1 **LO3: Articulate a critical understanding of the impact of culture, cultural identity and linguistic background on the education of students**	Your analysis provides consistent evidence of an extremely high level of interpretive and analytical ability. You are able to effectively identify a wide range of implications and critically analyse them from a wide variety of perspectives. Your analysis was consistently very well supported by relevant references.	Your analysis provides consistent evidence of a high level of interpretive and analytical ability. You are able to effectively identify a range of implications and critically analyse them from a variety of perspectives. Your analysis was well supported by relevant references.	Your analysis provides consistent evidence of a satisfactory level of interpretive and analytical ability. You are able to identify some implications and critically analyse them. Your analysis was supported by some relevant references.	Your analysis provides inconsistent evidence of a satisfactory level of interpretive and analytical ability. Your interpretations of implications appear to be misguided or superficial at times. Use of references to support analysis was sporadic/inconsistent. Not all references were relevant.	Evidence that the learning outcome has been attained is not apparent.
Issue 2 **LO2: critically analyse basic assumptions, concepts, and principles of major learning and human development theories**	Your analysis provides consistent evidence of a very high level of analytical ability and intellectual initiative. A broad range of assumptions, concepts, and principles have been expertly analysed and insightfully presented. Your analysis was very well supported by relevant references	Your analysis provides consistent evidence of a high level of analytical ability. A range of assumptions, concepts, and principles have been skilfully analysed and insightfully presented. Your analysis was well supported by relevant references.	Your analysis provides consistent evidence of a satisfactory level of analytical ability and intellectual initiative. A range of assumptions, concepts, and principles have been analysed and presented. Your analysis was supported by some relevant references.	Your analysis provides inconsistent evidence of a satisfactory level of analytical ability. Your critical analysis appears to be misguided or superficial at times. Use of references to support analysis was sporadic/inconsistent. Not all references were relevant	Evidence that the learning outcome has been attained is not apparent.
Issue 3 **LO2: critically analyse basic assumptions, concepts, and principles of major learning and human development theories**	Your analysis provides consistent evidence of a very high level of analytical ability and intellectual initiative. A broad range of assumptions, concepts, and principles have been expertly analysed and insightfully presented. Your analysis was very well supported by relevant references	Your analysis provides consistent evidence of a high level of analytical ability. A range of assumptions, concepts, and principles have been skilfully analysed and insightfully presented. Your analysis was well supported by relevant references.	Your analysis provides consistent evidence of a satisfactory level of analytical ability and intellectual initiative. A range of assumptions, concepts, and principles have been analysed and presented. Your analysis was supported by some relevant references.	Your analysis provides inconsistent evidence of a satisfactory level of analytical ability. Your critical analysis appears to be misguided or superficial at times. Use of references to support analysis was sporadic/inconsistent. Not all references were relevant	Evidence that the learning outcome has been attained is not apparent.
Professional Presentation	Your analysis was very well structured and clearly written. Accurate spelling, grammar and punctuation were used throughout. Accurate APA referencing used throughout and an accurate reference list was provided.	Your analysis was well structured and clearly written. Only occasional, minor spelling, grammar and punctuation errors were present. Accurate APA referencing.	Your analysis was satisfactorily structured and written. Minor spelling, grammar and punctuation errors were present. Satisfactory APA referencing with a reference list	Your analysis was poorly structured and written and/or many minor errors exist. Some errors of omissions in referencing or reference list.	Your analysis was very poorly structured and/or contains serious grammatical errors. Many errors of omissions in referencing or reference list.

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