

# CR405 – Curriculum and Pedagogy: Literacy, Numeracy and Digital Technologies

# **UNIT OUTLINE**

Credit Points: 10

Lecturer: Louise Schache

Semester: Semester 2, 2016

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Unit name Curriculum and Pedagogy: Literacy, Numeracy and Digital Technologies  Associated higher education awards  Duration One semester  Level Postgraduate Unit coordinator Louise Schache  Core Weighting Unit credit points: 10 Course credit points: Graduate Diploma in Education (Secondary) 100  Delivery mode Face-to-face on site  Student workload Face-to-face on site  Student workload  Face-to-face on site  Student workload  Face-to-face on site  Student sequiring additional English language support are expected to undertake an additional one hour per week.  Prerequisites/ co-requisites/ restrictions  Rationale  Facium g Understanding: Effective teachers critically engage with teaching, resourcing and assessing multi-literacies relevant to key learning areas. In order to facilitate teaching and learning in relation to secondary student needs, pre-service teachers need to engage pedagogical approaches which use a wide range of traditional and contemporary literacy, numeracy and digital literacies across the curriculum. In this unit pedagogical frameworks for cross-curricular literacies will be explored to assist pre-service teachers to create safe and supportive learning spaces and pedagogies in secondary contexts where differing language and cultural backgrounds are respected. Pre-service teachers will investigate and apply the literacy, numeracy and digital literacies demands expressed in the Australian Curriculum for secondary curriculum. They will also examine student assessment data (e.g., NAPLAN results) in order to evaluate secondary student teaching paratice. Pre-service teachers will develop ethical understandings from a Christian worldview perspective of literacy, numeracy and digital literacies.	Unit code	CR405				
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Level   Postgraduate   Core	_	Graduate Diploma in Education (Secondary)				
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Unit credit points: 10	Unit coordinator	Louise Schache				
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Prescribed text(s) Selected readings will be available via the Moodle™ site for this unit.	Rationale	In order to facilitate teaching and learning in relation to secondary student needs, pre-service teachers need to engage pedagogical approaches which use a wide range of traditional and contemporary literacy, numeracy and digital literacies across the curriculum.  In this unit pedagogical frameworks for cross-curricular literacies will be explored to assist preservice teachers to create safe and supportive learning spaces and pedagogies in secondary contexts where differing language and cultural backgrounds are respected. Pre-service teachers will investigate and apply the literacy, numeracy and digital literacies demands expressed in the Australian Curriculum for secondary curriculum. They will also examine student assessment data (e.g. NAPLAN results) in order to evaluate secondary student learning, particularly in the areas of literacy and numeracy, and use this data to inform their teaching practice. Pre-service teachers will develop ethical understandings from a Christian				
	Prescribed text(s)	Selected readings will be available via the Moodle™ site for this unit.				

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### Recommended readings

#### **Books**

Derewianka, B., & Jones, P. (2012). *Teaching language in context. Melbourne*, VIC: Oxford University Press.

Cope, B., & Kalantzis, M. (2012). Literacies. South Melbourne, VIC: Cambridge University Press.

Henderson, R. (Ed.). (2012). *Teaching literacies in the middle years*. Melbourne, VIC: Oxford University Press.

Humphreys, C., & Parker, R. (2015). *Making number talks matter: Developing mathematical practices and deepening understanding*, Grades 4-10. Portland, ME: Stenhouse.

Mills, K.A. (2011). *The multiliteracies classroom: New persepctives on language and education*. Bristol, UK: Multilingual Matters.

Poore, M. (2016). Using social media in the classroom. London, UK: Sage.

Roe, B.D., Stoodt-Hill, B.D., & Burns, P.C. (2011). *Secondary school literacy instruction: The content areas* (8th ed). Belmont, CA: Wadsworth.

Tompkins, G., Campbell, R., Green, D., & Smith, C. (2015). *Literacy for the 21st Century* (2nd ed.). Boston, MA: Pearson Education.

#### **Journals**

Australian Journal of Language and Literacy

Australian Journal of Education

Critical Literacy: Theories and Practices

Curriculum Leadership Journal

### Websites

Australian Curriculum: General Capabilities

http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction

Infoxchange: The ABC of digital literacy

http://www.infoxchange.net.au/news/abc-digital-literacy

National Assessment Program – Literacy and Numeracy

http://nap.edu.au/

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

# Specialist resource requirements

Nil

#### Content

- 1. Introducing multi-literacies: re-imagining literacy in the 21st century
- 2. Ethical approaches to literacy, numeracy and digital literacies, including Christian worldview perspectives
- 3. Symbolic coding systems used in analysing and synthesising communication: Investigating literacy, numeracy and digital literacies
- 4. Technological Literacy: ICT models, strategies and media for learning
- 5. Developing digital literacy and numeracy: Pedagogical applications of technology across the curriculum
- 6. Developing critical literacy: Pedagogical implications across the curriculum
- 7. Pedagogical frameworks for cross-curricular literacies: Multi-literacies pedagogical framework, learning by design, TPACK framework
- Critical analysis of tasks for effective multi-literacies instruction: Investigating the 'Designs of Meaning'
- A whole-school approach to cross-curricular literacies

### Learning outcomes

On completion of this unit, pre-service teachers will have provided evidence that they have:

- 1. developed knowledge of key principles, terminology and themes relating to literacy, numeracy and digital literacy domains, for teaching, learning and assessment;
- 2. investigated and engaged with ICTs as pedagogical tools for engaging secondary school students:
- 3. constructed logical, innovative and authentic pedagogies for the development of literate, numerate and digital practices;
- 4. planned learning sequences and assessment tasks, linking content areas with literacy, numeracy and digital literacy domains for secondary contexts;
- critically reflected on the place and function of literacy, numeracy and digital literacies in the secondary school context through a Christian worldview perspective; and
- communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.

### Assessment tasks

### Task 1: Exposition

Position paper from current research on multi-literacies

Word Length/Duration: 2,000 words

Weighting: 40% Learning Outcomes: 1-6 Assessed: Week 5

Task 2: Planning



Teaching and learning sequence: The construction of learning experiences in a multi-literacies framework

Word Length/Duration: 3,000 words

Weighting: 60% **Learning Outcomes:** 1-6

Assessed: Week 10

Australian Professional Standards for	Successful completion of this unit will provide significant evidence about the following Australian Professional Standards for Teachers:				
Teachers (APST):	Graduate Teacher Standards		Learning Outcomes	Assessment tasks	
	1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teachings.	1, 2, 4	1	
	2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2-4	2	
	2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	2, 3	2	
	3.3	Include a range of teaching strategies.	2-4	2	
	3.4	Demonstrate knowledge of a range of resources, including ICT, that engage student in their learning.	2, 4	2	
	4.5	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	2, 5	1, 2	
	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 5	1, 2	
	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	1,5	1	
Unit summary	This unit introduces pre-service teachers to the concept of multi-literacies – literacy, numeracy and digital literacy – and their application to planning and teaching across the curriculum.				

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