1. What is this course about?

1.1 Description
This course introduces you to curriculum, pedagogy and teaching methods appropriate for use in your first teaching area with a focus on student engagement in active learning. You will examine theoretical justification for the use of different pedagogical approaches with middle phase learners. You will develop instructional strategies, methodologies and a wide range of support materials necessary for creating an engaging learning environment for students in Years 7 – 10. You are introduced to key syllabus documents and lesson structure in your specific first teaching area.

1.2 Course topics
Years 7-10 students and the Australian Curriculum
Pedagogies that promote high levels of intellectual quality, quality learning environments and significance for a diversity of learners.
Learning theories and pedagogical frameworks for curriculum planning and evaluation
Technological pedagogical content knowledge (TPACK)
Embedding Australian Curriculum General Capabilities and Cross Curriculum Priorities in lesson planning

2. What level is this course?
600 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?
12 units
### 4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
<td>Completing these tasks successfully will contribute to you becoming:</td>
</tr>
</tbody>
</table>
| Apply learning theories and pedagogical frameworks to plan and evaluate curriculum for a diversity of learners in Years 7-10. | Task 1 Analysing and reflecting on learning  
Task 2 Evaluating curriculum and pedagogy  
Task 3 Creating a lesson plan | Empowered. |
| Use the Australian Curriculum to design and evaluate learning and teaching activities for a diversity of learners in Years 7-10. | Task 2 Evaluating curriculum and pedagogy  
Task 3 Creating a Lesson Plan | Knowledgeable.  
Creative and critical thinkers. |
| Integrate ICT in teaching and learning activities to facilitate educational objectives. | Task 3 Creating a lesson plan | Knowledgeable.  
Creative and critical thinkers. |
| Employ effective language, structure and text to communicate curriculum strategies and ideas. | Task 1 Analysing and reflecting on learning  
Task 2 Evaluating curriculum and pedagogy  
Task 3 Creating a lesson plan | Empowered. |

### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1 Enrolment restrictions

Students must be enrolled in ED604

#### 5.2 Pre-requisites

Nil

#### 5.3 Co-requisites

Nil

#### 5.4 Anti-requisites

EDU220

#### 5.5 Specific assumed prior knowledge and skills (where applicable)

Specific Discipline knowledge in first teaching area
6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analysing and reflecting on learning</td>
<td>Group</td>
<td>20%</td>
<td>1-2 minute animation movie Plus a 10 minute oral/visual presentation</td>
<td>Week 4 tutorial</td>
<td>Tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Evaluating curriculum and pedagogy</td>
<td>Individual</td>
<td>40%</td>
<td>2000 words</td>
<td>Monday, 16 April</td>
<td>Blackboard Safe assign</td>
</tr>
<tr>
<td>3</td>
<td>Creating a lesson plan</td>
<td>Individual</td>
<td>40%</td>
<td>2500 words</td>
<td>Friday, 4 May</td>
<td>Blackboard Safe Assign</td>
</tr>
</tbody>
</table>

100%

Assessment Task 1: Analysing and reflecting on learning

**Goal:** To analyse the process of making a multimodal representation of a concept as a means of deepening content knowledge.

**Product:** 1-2 minute stop-motion animation movie (formative) plus a 10 minute oral/visual presentation (summative) delivered to a group

**Format:** In a group of 2-3 students, you will collaboratively produce a stop-motion animation movie to exemplify an aspect of your Learning Area Curriculum. Each group will then share their animation in tutorial as part of an oral and visual presentation. The presentation will include identification of the curriculum element(s) that were represented by the animation, how the animation was designed to represent them, and a theory-based reflection of how making the stop-motion animation in a group specifically deepened their knowledge and understanding of the curriculum, the subject and the nature of active learning.

**Criteria:**
- Evaluation of learning theory of Higher Order Thinking as a strategy to facilitate educational objectives.
- Application of learning theory to the stop-motion animation activity to evaluate it as a mechanism for facilitating educational objectives.
- Oral/visual presentation skills

**Generic skill assessed**

<table>
<thead>
<tr>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Specialised</td>
</tr>
</tbody>
</table>
Assessment Task 2: Evaluating curriculum and pedagogy

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To apply your advanced knowledge of pedagogical frameworks to evaluate and create lesson activities in your subject.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>2000 word essay</td>
</tr>
<tr>
<td>Format:</td>
<td>Working individually, you will evaluate and modify a lesson plan linked to a unit of work provided by your tutor. You will apply the Quality Teaching pedagogy framework to the lesson plan, evaluating it as an expression of pedagogical content knowledge. You will then apply Quality Teaching to substitute an existing lesson activity with one of your own, and justify how this change alters the quality of the lesson without omitting lesson objectives.</td>
</tr>
</tbody>
</table>
| Criteria: |  • Lesson plan analysis: evidencing stated curriculum objectives aligned with the Australian Curriculum and an applied pedagogy framework.  
  • Application of a curriculum & pedagogy framework to planning curriculum for a diversity of learners.  
  • Written communication skills |

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving</td>
<td>Specialised</td>
</tr>
<tr>
<td>Organisation</td>
<td>Specialised</td>
</tr>
</tbody>
</table>

Assessment Task 3: Creating a lesson plan

<table>
<thead>
<tr>
<th>Goals:</th>
<th>To consolidate your knowledge of curriculum and pedagogy in a structured lesson plan, and apply communication skills to transfer complex knowledge and ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>2500 word (total) Lesson Plan and rationale.</td>
</tr>
</tbody>
</table>
| Format: | Working individually, you will create and justify a comprehensive lesson plan linked to a unit of work provided by your tutor. You must use a lesson plan template (provided) to construct your lesson plan and identify alignment with the Australian Curriculum and the objectives of the unit. Your lesson rationale will explicitly justify your planning decisions and strategies. You will need to explicitly engage pedagogy and resources appropriate to your teaching area and that demonstrate what you have learned from this course. Your lessons must integrate ICT to expand learning opportunities for students and build their skills for lifelong learning.  

You will present your lesson plan to your tutorial group in Week 9 and have the opportunity to apply feedback received from your peers to modify and improve it before you submit it for assessment. Your lesson plan and rationale will demonstrate your key learnings from the course. |
| Criteria: |  • Application of knowledge of the Australian Curriculum and curriculum design to construct lesson plan objectives that align with a unit plan.  
  • Potential of lesson activities to engage a diversity of Years 7-10 learners and build their skills for lifelong learning.  
  • Potential of the lesson structure to deliver activities that engage a diversity of Years 7-10 learners and build their skills for lifelong learning.  
  • Integration of ICT in teaching and learning activities to facilitate educational objectives.  
  • Written communication skills. |

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Specialised</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Specialised</td>
</tr>
</tbody>
</table>
7. What are the course activities?

7.1 Directed study hours
2 hour tutorial and 2 hour lecture

7.2 Teaching semester/session(s) offered
Sippy Downs: Semester 1

7.3 Course content

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Content Knowledge (CK) and Pedagogical Knowledge (PK)</td>
<td>Exploring your curriculum Making a stop-motion animation Active Learning</td>
</tr>
<tr>
<td></td>
<td>Middle Phase learners</td>
<td>Locate readings and other resources on Blackboard. Assessment Task 1</td>
</tr>
<tr>
<td></td>
<td>The Australian Curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual Quality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brain-based Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Learning</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Pedagogical Content Knowledge (PCK) Tiers of organisation; from outcomes to lessons Pedagogical Frameworks</td>
<td>Lesson Planning: exploring and evaluating PCK in your subject area. Locate readings and other resources on Blackboard. Assessment Task 2</td>
</tr>
<tr>
<td>Weeks 5-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Learning and Teaching across the curriculum Cross-Curriculum Priorities: -Aboriginal and Torres Strait Islander histories and cultures -Asia and Australia’s engagement with Asia -Sustainability General Capabilities: -Literacy -Numeracy -ICT capability -Critical and creative thinking -Personal and social capability -Ethical understanding -Intercultural understanding.</td>
<td>Integrating ICT to enhance learning in your subject. Creating lesson plans. Locate readings and other resources on Blackboard. Assessment Task 3</td>
</tr>
<tr>
<td>Weeks 7-9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Killen, R.</td>
<td>2016</td>
<td>Effective teaching strategies: Lessons from research and practice. 7th Ed</td>
<td>Cengage Learning</td>
</tr>
</tbody>
</table>
8.2 Specific requirements
No specific requirements

9. Risk management
Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity
Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements
Eligibility for Supplementary Assessment
Your eligibility for supplementary assessment in a course is dependent on the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%
b) The course is graded using the Standard Grading scale
c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties
Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.
10.4 Study help
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures
For more information on Academic Learning & Teaching categories including:
- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6 General Enquiries
In person:
- USC Sunshine Coast - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au
### 10.7 Faculty specific information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate).

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
</tr>
</thead>
</table>
| **Task 1: Analysing and reflecting on learning** | 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.  
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.  
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.  
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. |
| **Task 2: Evaluating curriculum and pedagogy** | 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.  
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area  
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. |
| **Task 3: Creating a lesson plan** | 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.  
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.  
2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.  
2.2 Organise content into an effective learning and teaching sequence.  
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.  
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.  
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.  
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.  
3.3 Include a range of teaching strategies.  
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.  
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. |