



CHRISTIAN HERITAGE COLLEGE

**ED641**

## **CROSS-CURRICULAR LITERACIES IN SCHOOLS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

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| <b>Unit code</b>                          | ED641   |
| <b>Unit name</b>                          | Cross-Curricular Literacies in Schools  |
| <b>Associated higher education awards</b> | Graduate Certificate in Christian Education<br>Master of Education  |
| <b>Duration</b>                           | One semester  |
| <b>Level</b>                              | Postgraduate  |
| <b>Unit Coordinator</b>                   | Dr Paul Rumble  |
| <b>Core/Elective</b>                      | Elective  |
| <b>Weighting</b>                          | Unit credit points: 10  |
|   | Total course credit points:<br>Graduate Certificate in Christian Education - 40<br>Master of Education - 80   |
| <b>Student workload</b>                   | Directed study hours: 90<br>Personal study hours: 60<br>Total workload hours: 150   |
|   | Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.  |
| <b>Delivery mode</b>                      | External  |
| <b>Pre-/Corequisites</b>                  | Prerequisite or corequisite:<br>ED601 Applying Worldview Studies to Christian Education<br><b>OR</b><br>ED602 Philosophical Perspectives on Education   |
| <b>Rationale</b>                          | <p>With the recent rapid development of technological forms of discourse and communication, there is increasing need for teachers and students who are able to read, critically interpret and produce documents and other texts in a variety of forms, exhibiting both technological and traditional literacies. In doing so, teachers and students need to be able to exhibit competence in both the interpretive and critical application of literacy, numeracy and digital literacy. Most significantly, though, teachers and students need to be able to combine these literacies in order to facilitate and undertake authentic learning and assessment experiences.</p> <p>The teaching of these literacies can no longer be considered the domain of just one or two key learning areas: rather, all teachers in all key learning areas must contribute to the development of these literacies as cross-curricular literacies. This unit responds to the need for all teachers to be conversant with the teaching and learning of cross-curricular literacies. The Multiliteracies pedagogical model is used as a basis for the development of pedagogies that link various literacies together in authentic ways for innovative and productive teaching and learning. It will also develop students' understandings of and personal proficiencies in a range of cross-curricular literacies for a postmodern age.</p> |

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| <b>Learning outcomes</b>                | <p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. refined their skills in cross-curricular literacies across a range of technological modes and texts;</li> <li>2. critiqued the key principles, terminology and themes of language literacy, numeracy and digital literacy, and how they connect to teaching and learning across all key learning areas;</li> <li>3. constructed logical, innovative and authentic pedagogies for the development of cross-curricular literacies across a range of key learning areas;</li> <li>4. designed teaching and learning experiences for cross-curricular literacies that are focussed, innovative and productive;</li> <li>5. evaluated teaching and learning models for cross-curricular literacies; and</li> <li>6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.</li> </ol> |
| <b>Content</b>                          | <p>Introducing cross-curricular literacies: re-imagining literacy in the 21st century.</p> <p>Symbolic coding systems used in analysing and synthesising communication: investigating literate, numerate and digital practices.</p> <p>Technological literacy: ICT models, strategies and media for learning.</p> <p>Developing digital literacy: pedagogical applications of technology across the curriculum.</p> <p>Developing critical literacy: pedagogical implications across the curriculum.</p> <p>Pedagogies for cross-curricular literacies: introducing the multi-literacies pedagogical framework.</p> <p>Critical analysis of tasks for effective multi-literacies instruction: investigating the 'designs of meaning'.</p> <p>Applying the multi-literacies pedagogical framework: teaching and learning for literate, numerate and digital practices across the curriculum.</p> <p>A whole-school approach to cross-curricular literacies.</p>   |
| <b>Assessment tasks</b>                 | <p><b>Task 1:</b> Audit of practice and proposal<br/> Word length/Duration: 1000 words<br/> Weighting: 20%<br/> Learning outcomes: 1-3, 6<br/> Assessed: Y - 2016, S - 1, W - 7</p> <p><b>Task 2:</b> Professional portfolio<br/> Word length/Duration: 2000 words<br/> Weighting: 30%<br/> Learning outcomes: 1, 4, 6<br/> Assessed: Y - 2016, S - 1, W - 10</p> <p><b>Task 3:</b> Applied research report<br/> Word length/Duration: 3000 words<br/> Weighting: 50%<br/> Learning outcomes: 1-6<br/> Assessed: Y - 2016, S - 1, W - 15</p>   |
| <b>Specialist resource requirements</b> | <p>Nil</p>   |

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| <b>Prescribed text(s)</b>   | Nil   |
| <b>Recommended readings</b> | <p>Anstey, M., &amp; Bull, G. (2006). <i>Teaching and learning multi-literacies: Changing times, changing literacies</i>. Newark, DE: International Reading Association.</p> <p>Brooks-Young, S. (2007). <i>Digital-age literacy for teachers: Applying technology standards to everyday practice</i>. Eugene, OR: International Society for Technology in Education.</p> <p>Brozo, W. (2009). <i>Supporting content area literacy with technology</i>. Boston, MA: Pearson.</p> <p>Burke, A., &amp; Hammett, R. (2009). <i>Assessing new literacies: Perspectives from the classroom</i>. New York, NY: Peter Lang.</p> <p>Carrington, V., &amp; Robinson, M. (2009). <i>Digital literacies: Social learning and classroom practices</i>. London: Sage.</p> <p>Cole, D., &amp; Pullen, D. (2010). <i>Multi-literacies in motion</i>. London: Routledge.</p> <p>Healy, A. (Ed.). (2008). <i>Multi-literacies and diversity in education: New pedagogies for expanding landscape</i>. Melbourne: Oxford University Press.</p> <p>Irons, A., &amp; Alexander, S. (Eds.). (2004). <i>Effective learning and teaching in computing</i>. London: Routledge.</p> <p>Kucer, S. (2005). <i>Dimensions of literacy: A conceptual base for teaching reading and writing in school setting</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Ludwig, C., &amp; Holm, S. (2006). <i>What's hot!: A way in to teaching critical literacies in the middle years</i>. Carlton, South VIC: Curriculum Corporation.</p> <p>McKenna, M. (Ed.). (2006). <i>International handbook of literacy and technology (vol 2)</i>. London: Lawrence Erlbaum Associates.</p> <p>Wood, A., &amp; Smith, M. (2005). <i>Online communication: Linking technology, Identity and culture</i>. (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.</p> <p><b>Journals and Periodicals</b></p> <p>Australian Journal of Language and Literacy</p> <p>Australian Journal of Education</p> <p>Critical Literacy: Theories and Practices</p> <p><b>Websites</b></p> <p>Australian Curriculum: Cross-curriculum priorities (English):<br/> <a href="http://www.australiancurriculum.edu.au/English/Cross-Curriculum-Priorities">http://www.australiancurriculum.edu.au/English/Cross-Curriculum-Priorities</a></p> <p>Digital Literacy Definition and Resources: <a href="http://www.library.illinois.edu/digitlit/definition.html">http://www.library.illinois.edu/digitlit/definition.html</a></p> <p>Digital Literacy Learning Activities for the Early Phase:<br/> <a href="http://www.ictlic.eq.edu.au/digitalliteracy/digitalliteracy.html">http://www.ictlic.eq.edu.au/digitalliteracy/digitalliteracy.html</a></p> <p>New Learning Online – Multi-literacies: <a href="http://newlearningonline.com/multiliteracies/">http://newlearningonline.com/multiliteracies/</a></p> <p>New Literacies &amp; Classroom Practice: <a href="http://www.newliteracies.com.au/">http://www.newliteracies.com.au/</a></p> <p>Ontario Ministry of Education - Think Literacy:<br/> <a href="http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/">http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/</a></p> <p>The ABC of digital literacy: <a href="http://www.infoxchange.net.au/news/abc-digital-literacy">http://www.infoxchange.net.au/news/abc-digital-literacy</a></p> <p>What is digital media literacy and why is it important?<br/> <a href="http://www.acma.gov.au/WEB/STANDARD/pc=PC_311470">http://www.acma.gov.au/WEB/STANDARD/pc=PC_311470</a></p> <p>What's so different about multi-literacies?<br/> <a href="http://www.curriculum.edu.au/leader/whats_so_different_about_multiliteracies,18881.html">http://www.curriculum.edu.au/leader/whats_so_different_about_multiliteracies,18881.html</a></p> |

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| <b>Recommended readings (continued)</b> | <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p> |
| <b>Unit summary</b>                     | <p>This unit addresses the concept of cross-curricular literacies – literacy, numeracy and digital literacy – and their application to planning and teaching across the curriculum. Students will engage in analysis of current practices in light of contemporary teaching models which integrate critical literacies in relevant key learning areas, within the multi-literacies pedagogical framework.</p>  |

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