



CHRISTIAN HERITAGE COLLEGE

**ED651**

**IMPROVING LEARNING PRAXIS**

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.

<b>Unit code</b>	ED651
<b>Unit name</b>	Improving Learning Praxis
<b>Associated higher education awards</b>	Graduate Certificate in Christian Education Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Terry Dachs
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 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: ED601 Applying Worldview Studies to Christian Education <b>OR</b> ED602 Philosophical Perspectives on Education
<b>Rationale</b>	<p>Researching teaching and learning is vitally important for teachers. Throughout personal and postgraduate teacher education programs, focus has usually been placed on the development of foundational teaching perspectives, knowledge and process bases, skills and abilities, values and ethics. While this has been a necessary and essential phase in personal and professional growth, relatively less emphasis has been placed on extending and enriching the nature, style and essential elements and processes of learning. Hence the focus of this unit is on learning.</p> <p>Too often the nature and scope of student needs become lost in the plethora of educational plans and actions. If quality teacher and student learning is to be encouraged, teachers should have the opportunity to explore and critique various learning theories and their praxis.</p> <p>A focus on learning must be both comprehensive, reflective and critical as well as theoretical and practical. While this should be developed within the context of a Christian worldview, it also must explore and critique other theoretical frameworks and perspectives if it is to be more than just narrowly doctrinaire.</p> <p>This unit focuses on the developmental needs, facilitating factors and critical strategies for promoting teachers as learners. The more comprehensively teachers are able to understand, research and experience learning, the better they will be equipped to enhance students' learning.</p>

<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. developed a detailed contemporary, theoretical and practical knowledge of learning;</li> <li>2. identified and critiqued the major factors affecting their teacher learner as well as learning more generally within educational settings;</li> <li>3. investigated and reviewed interrelationships amongst knowledge, processes, skills/abilities, developmental changes, teacher learning and the learner;</li> <li>4. examined biblical perspectives and theological propositions that are relevant to current learning traditions and practices;</li> <li>5. developed and critiqued a personal framework of learning; 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>Investigation of best praxis in relation to teachers and learners.</p> <p>Development and review of various strategies for mapping, diagnosing, remediating and extending / enriching learning.</p> <p>Critical review of the relationships between motivation and task behaviour.</p> <p>Investigation of the relationships among theory, belief and praxis in quality learning contexts.</p> <p>Proposition and review of a range of models that promote transformational learning.</p> <p>Reflection and assignment preparation.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Analytical paper</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 1, 2, 6</p> <p>Assessed: Y - 2015, S - 2, W - 7</p> <p><b>Task 2:</b> Reflective professional journal or seminar</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 25%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2015, S - 2, W - 14</p> <p><b>Task 3:</b> Journal article</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2015, S - 2, W - 15</p>
<b>Specialist resource requirements</b>	Nil
<b>Prescribed text(s)</b>	Nil

<p><b>Recommended readings</b></p>	<p>Edwards, B. (2010). <i>Critical pedagogy and democratic education: Possibilities for cross-pollination</i>. Urban Review, 42, 221-242.</p> <p>Gardner, H. (2006). <i>Multiple intelligences: New horizons</i>. New York: Basic Books.</p> <p>Harris, N., &amp; Rutledge, S. (2010). <i>Models and predictors of teacher effectiveness: A comparison of research about teaching and other occupations</i>. Teachers College Record , 112 (3), 914–960.</p> <p>Joseph, D. (2011). <i>Early career teaching : Learning to be a teacher and staying in the job</i>. Australian journal of teacher education, 36 (9), 1-14.</p> <p>Killen, R. (2007). <i>Effective teaching strategies: Lessons from research and practice</i>. Melbourne: Thomson Press.</p> <p>Lampert, M. (2010). <i>Learning teaching in, from, and for practice: What do we mean?</i> Journal of Teacher Education 61, 1-2.</p> <p>Lefrancois, G. (2006). <i>Theories of human learning: What the old woman say</i>. Belmont, CA: Wadsworth Thomson Learning.</p> <p>Leonard, D. (2002). <i>Learning theories A to Z</i>. Westport, CT: Greenwood.</p> <p>Moore, K. (2009). <i>Effective instructional strategies : From theory to practice</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Murdoch, K. (2004). <i>Learning links: Strategic teaching for the learner-centred classroom</i>. Carlton South, VIC: Curriculum Corporation.</p> <p>Palmer, P. (2008). <i>The courage to teach: Exploring the inner landscape of a teacher's life</i>. San Francisco, CA: Jossey-Bass Publications.</p> <p>Plantinga, C. (2002). <i>Engaging God's world: A Christian vision of faith, learning and living</i>. Grand Rapids, MI: Eerdmans.</p> <p>Samaras, A., Freese, A., Kosnik, C., &amp; Beck, C. (2008). <i>Learning communities in practice</i>. New York: Springer.</p> <p><b>Journals and Periodicals</b></p> <p>Educational Practice and Theory</p> <p>Educational Philosophy and Theory</p> <p>International Journal of Leadership in Education and Theory Practice</p> <p><b>Websites</b></p> <p><a href="http://www.youtube.com/watch?v=tDtZEpF_SJ4">www.youtube.com/watch?v=tDtZEpF_SJ4</a></p> <p><a href="http://www.youtube.com/watch?v=ZBkeq4EZHvU&amp;feature=relmfu">www.youtube.com/watch?v=ZBkeq4EZHvU&amp;feature=relmfu</a></p> <p><a href="http://en.wikipedia.org/wiki/Reuven_Feuerstein">http://en.wikipedia.org/wiki/Reuven_Feuerstein</a></p> <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>
<p><b>Unit summary</b></p>	<p>Critical review of theoretical and practical approaches to the study of 'learning' will form the basis for the analysis of particular learning settings, to identify factors such as context, style, learner characteristics, motivation, task and processes that promote and/or inhibit learning. Students formulate a personal framework on 'learning' from these studies.</p>