



CHRISTIAN HERITAGE COLLEGE

ED654

ISSUES IN LEARNING

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.

Unit code	ED654
Unit name	Issues in Learning
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Paul Rumble
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	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.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	Current significant international and national challenges and developments in the teaching of Early Years, Middle Years and Senior Years students will be examined, critiqued and evaluated. The prime focus will be on the cognitive, social, emotional and spiritual development of learners. This unit seeks to keep students abreast of these developments.
Learning outcomes	On completion of this unit, students will have provided evidence that they have: <ol style="list-style-type: none"> 1. demonstrated an understanding of the principles which inform pedagogy and practice; 2. critiqued a variety of contemporary perspectives on children; 3. analysed and critiques effective curriculum decision-making processes; 4. examined, compared and contrasted a variety of theoretical perspectives on children's physical, cognitive, emotional, social and spiritual development; 5. reviewed assessment practices with relation to such development; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.

Content	<p>Contemporary perspectives on children and learning.</p> <p>Principles that underpin effective curriculum design and pedagogy.</p> <p>Components of an effective curriculum.</p> <p>Cognitive, emotional, social and spiritual development.</p> <p>Creating and maintaining conducive learning environments.</p> <p>Meaningful and authentic assessment.</p>
Assessment tasks	<p>Task 1: Review of relevant literature</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 40%</p> <p>Learning outcomes: 1-4, 6</p> <p>Assessed: Y - 2015, S - 2, W - 7</p> <p>Task 2: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 60%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2015, S - 2, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	Nil
Recommended readings	<p>Bochner, S. & Jones, J. (2003). <i>Child language development: Learning to talk</i>. London: Whurr.</p> <p>Call, N., & Featherstone, S. (2010). <i>The thinking child resource book: Brain-based learning for the early years foundation stage</i>. London, New York: Continuum.</p> <p>Canberra Department of Education. (2009). <i>Belonging, being & becoming: The early years learning framework</i>. Australia Canberra: Employment and Workplace Relations for the Council of Australian Governments.</p> <p>Carjuzaa, J. (2013). <i>Teaching in the middle and secondary schools</i>. Boston: Pearson.</p> <p>Center, Y. (2005). <i>Beginning reading: A balanced approach to literacy instruction in the first three years at school</i>. Crows Nest, NSW: Allen & Unwin.</p> <p>Cheeseman, S. et. al. (2012). <i>The early years learning framework: Essential reading for the National Quality Standard</i>. Deakin West, A.C.T. : Early Childhood Australia Inc.</p> <p>Freeman, L. & Bochner, S. (2002). <i>Bridging the gap: Improving literacy for Aboriginal students</i>. Report for the Department of Education, Science, and Training. Sydney, NSW: Macquarie University.</p> <p>Goodfellow, J. (2009). <i>The early years learning framework: getting started</i>. Deakin West, A.C.T. : Early Childhood Australia.</p> <p>Groundwater-Smith S. (et al.). (2007). <i>Learning in the middle years : More than a transition</i>. South Melbourne: Thomson.</p> <p>Harrison, N., & Greenfield, M. (2011). <i>Relationship to place: Positioning Aboriginal knowledge and perspectives in classroom pedagogies</i>. <i>Critical Studies in Education</i>, 52(1), 65-76.</p> <p>Hattam, R. (2006). <i>Easier said than done: 'Strong connectedness' in the middle years</i>. Paper presented at AARE Annual Conference, Adelaide.</p> <p>Henderson, R. (2007). <i>Looking at learners: Making sense of observations</i>. <i>Literacy learning: The middle years</i>, 15(1), 43-48.</p>

<p>Recommended readings (continued)</p>	<p>Hills, S. (2012). <i>Developing early literacy: Assessing and teaching(2nd Ed)</i>. Prahran, Vic: Eleanor Curtain Publishing.</p> <p>Holt, N. (2010). <i>Bringing the high/scope approach to your early years practice</i>. London, New York: Routledge.</p> <p>ICT Publications (2014). <i>Innovative teachers' companion 2014: Early years of learning</i>. Toowoomba, Qld: ITC Publications Pty Ltd.</p> <p>ICT Publications (2014). <i>Innovative teachers' companion 2014 primary edition: Middle and senior school</i>. Toowoomba, Qld: ITC Publications Pty Ltd.</p> <p>ICT Publications (2014). <i>Innovative teachers' companion 2014 secondary edition</i>. Toowoomba, Qld : itc Publications Pty Ltd.</p> <p>Jaipaul, L., Roopnarine, J., & Johnson, J. (2013). <i>Approaches to early childhood education</i>. Boston: Pearson.</p> <p>Johnston, J., & Nahmed-Williams, L. (2009). <i>Early childhood studies</i>. Harlow, UK: Pearson Education.</p> <p>Journals and Periodicals</p> <p>Australian Journal of Middle Schooling</p> <p>Australian Journal of Teacher Education</p> <p>Australian Primary Mathematics Classroom</p> <p>Australian Senior Mathematics Journal</p> <p>Australasian Journal of Early Childhood</p> <p>Christian Teachers Journal</p> <p>Education Review</p> <p>Every Child</p> <p>Journal of Christian Education</p> <p>Queensland Teachers' Journal</p> <p>Websites</p> <p>http://www.latrobe.edu.au/teaching-learning/learning-experience/learning-approaches</p> <p>http://www.uq.edu.au/tediteach/flipped-classroom/problem-bl.html</p> <p>http://www.decd.sa.gov.au/speced/pages/educators/learning-difficulties/?reFlag=1</p> <p>http://www.acara.edu.au/default.asp</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 http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit allows the student to select an area of focus (Early Years, Middle Years or Senior Years) and to examine contemporary perspectives on children and learning. It also extends to an examination of current curricula, child development theories, learning environments and assessment theories and practices.</p>