



CHRISTIAN HERITAGE COLLEGE

ES501

THE NATURE OF THE LEARNER

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	ES501																
Unit name	The Nature of the Learner																
Associated higher education awards	Master of Teaching (Primary)																
Duration	One semester																
Level	AQF Level 8																
Core/elective	Core																
Weighting	Unit credit points: 10 Course credit points: 160																
Delivery mode	On campus; External																
Student workload	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Directed study</td> <td>30 hours</td> </tr> <tr> <td>Personal study</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	TOTAL	150 hours	Directed study	30 hours	Personal study	50 hours	Assignment preparation	70 hours	TOTAL	150 hours
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Prerequisites/ co-requisites/ restrictions	Nil.																
Rationale	<p>Enduring Understanding:</p> <p>Each person is uniquely created by God. Teachers' knowledge of human development and learning across the lifespan is of central importance in developing teaching practices which improve students' learning in the Years Prep-6 classroom.</p> <p>Through an analysis of different theories, aspects and perspectives on human development, this unit will equip pre-service teachers with understandings of the Australian Graduate Teacher Standard 1 – Know students and how they learn. Pre-service teachers will examine the development and characteristics of students in the Years Prep-6 classroom in the following domains: physical, intellectual, social, emotional, spiritual, and moral development. Developmental differences across the age range will be examined.</p> <p>Pre-service teachers will examine behavioural, cognitive and sociocultural perspectives on teaching and learning, and the implications of these for teaching in the 21st century Years Prep-6 classroom.</p>																

	<p>This unit pays particular attention to the specific learning characteristics and learning needs of learners in Years Prep-6 students. The importance of physical and neurological milestones prior to school entry and the impact of these on future learning will be addressed. Issues specific to the 21st Century learner will be examined, including: peer pressure; motivation; learning difficulties; puberty; diet; family background; social media; mental health; and drug use. Pre-service teachers will develop an understanding of the diversity of learners and their specific needs, including: Aboriginal and Torres Strait Islanders; multicultural, religious, and socioeconomic backgrounds. Pre-service teachers will consider a Bible-based, Christ-centred worldview in the context of learning and development.</p> <p>Note: The assessment in this unit includes two of a number of pre-identified critical tasks collated during the Master of Teaching program.</p>
<p>Learning delivery process</p>	<p>During this unit pre-service teachers will engage with contemporary neuroscience and educational psychological skills and practice within the Years P-6 context.</p> <p>They will have opportunities to contribute on-line and face to face through workshops, demonstrations, forum posts and responses, and interactive discussions to develop knowledge of, confidence in and competence with child development as applied toward teaching practice.</p> <p>On campus mode:</p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> • Weekly lecture. • Weekly tutorial (where applicable). <p>Plus on-line resources (see below).</p> <p>External mode:</p> <p>Interactive engagement through on-line resources.</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> • CHC learning portal (Moodle™): <ul style="list-style-type: none"> – weekly lecture (may include lecture video capture, PowerPoint presentation and resources); – weekly readings; – study guides; and – assessment guides. • Collaborative forums: Student forums and News forum. • Video conferencing (external students only). • Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>

Content	<ol style="list-style-type: none"> 1. Introduction to learning development and neuroscience: <ol style="list-style-type: none"> 1.1 Theories of growth and development; 1.2 Neuroscience and developmental principles; 1.3 Investigation of related pedagogical practices; and 1.4 Personal response to a scaffolded pedagogical task. 2. Bible-based, Christ-centred worldview on human development: <ol style="list-style-type: none"> 2.1 Theological perspectives; 2.2 Biblical considerations and practical implications; and 2.3 Problematic issues such as Imago dei, redemption and salvation, and sanctification. 3. Theories, taxonomies and pedagogical perspectives on development in the following areas: physical, intellectual, social, emotional, moral and spiritual domains. 4. Behavioural and cognitive perspectives on teaching and learning: <ol style="list-style-type: none"> 4.1 Review of a range academic literary works on this topic; 4.2 Development of key teaching for learning principles underpinning cognition and behaviour management; and 4.3 Reflections on best practice and qualities of great teachers. 5. Socio-cultural factors and frameworks for learning: <ol style="list-style-type: none"> 5.1 Theories and frameworks such as from Vygotsky, Bronfenbrenner, ... to Growth Mindsets; and 5.2 Practical application of selected theories and frameworks to one's personal educational experiences. 6. Strategies for teaching Aboriginal and Torres Strait Islander students: <ol style="list-style-type: none"> 6.1 Indigenous Worldviews and wholistic learning; 6.2 Investigation of inclusive teaching and learning practices such as '8 Aboriginal Ways of Learning'; 6.3 Review of QCAA support documents for early, middle and senior phases of schooling; and 6.4 Practical applications to selected curriculum/subject areas and year levels. 7. The diverse needs of students from a range of cultural, linguistic, religious and socio-economic backgrounds: <ol style="list-style-type: none"> 7.1 Principles underpinning differentiation, individualisation and personalisation; and 7.2 Some pedagogical applications that facilitate choice, challenge and individualisation. 8. Issues for the 21st century student including: friendships; learning difficulties; peer pressure; puberty; diet; family background; social media; and drug use: <ol style="list-style-type: none"> 8.1 Pedagogical principles that enhance learning; and 8.2 Catering for diversity, needs and interests. 9. Links between philosophical underpinning, educational theory and practice: <ol style="list-style-type: none"> 9.1 Consideration of curriculum principles and practices; and 9.2 Pedagogical innovations to enhance learning.
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<p>Learning outcomes</p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. evaluated the major aspects, issues and perspectives that have helped shape conceptions of learning and the theories and neuroscience which have subsequently emerged, clearly identifying the differences across the year levels from Years Prep–6 [Graduate Teacher Standards: 1.1-1.4, 1.6; Graduate Attributes: 1-7]; 2. critically reflected on personal experiences of learning and analysed the contexts in which such learning occurred from a Bible-based, Christ-centred worldview [Graduate Teacher Standards: 1.1-1.4, 1.6; Graduate Attributes: 1-7]; 3. critiqued the connections between philosophical assumptions, contexts, theories and practices in a 21st century educational setting taking into account different religious and world view perspectives including a Bible-based, Christ-centred worldview and the perspectives of people from Aboriginal and Torres Strait Islander backgrounds [Graduate Teacher Standards: 1.1-1.4, 1.6; Graduate Attributes: 1-7]; 4. critically reflected upon and evaluated learning principles and emergent teaching strategies in the light of developmental theory, socio-cultural factors, contemporary issues including digital saturation and peer pressure with and awareness of Aboriginal and Torres Strait perspectives [Graduate Teacher Standards: 1.1-1.6, 2.4; Graduate Attributes: 1-7]; 5. critiqued theories related to the field of educational psychology within learning contexts [Graduate Teacher Standards: 1.1-1.4, 1.6; Graduate Attributes: 1-7]; 6. evaluated information from within authentic learning contexts, that relates to educational psychology theories about learning [Graduate Teacher Standards: 1.1-1.4, 1.6; Graduate Attributes: 1-7]; and 7. communicated at an appropriate tertiary standard, with special attention to design elements, grammar usage, logical relations, style, referencing and presentation [Graduate Attributes: 6].
<p>Assessment tasks</p>	<p>Task 1: Digital Presentation</p> <p>Critically reflect on how theoretical understandings of child development and neuroscience have been evident in the pre-service teacher’s own life and the implications of these in a classroom setting, from a Bible-based, Christ-centred worldview.</p> <p>Word Length/Duration: 1,000 word summary/10 minute digital presentation</p> <p>Weighting: 25%</p> <p>Assessed: Week 4</p> <p>Task 2: Emergent Teaching Strategies</p> <p>Analyse teaching strategies appropriate for application in Years Prep-6 classrooms. Reflect critically on how these strategies connect to developmental theories and 21st Century educational settings taking into account different socio-cultural backgrounds including Aboriginal and Torres Strait Islander people. Evaluate the ways these strategies can support a Bible-based, Christ-centred worldview.</p> <p>Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 20%</p> <p>Assessed: Week 7</p>

	<p>Task 3: Case Study</p> <p>Critically analyse a case study of a child in a Years Prep-6 setting. Provide an analysis of the child and discuss the implications for classroom practice, with reference to developmental theories, social and family context. Recommend school and home-based parental/care strategies to improve learning and school engagement.</p> <p>Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 55%</p> <p>Assessed: Week 10</p>			
Assessment alignment	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Content</i>	<i>Graduate Teacher Standards</i>
	Task 1	1-3, 7	1-4, 8	1.1-1.4, 1.6
	Task 2	1-5, 7	1-8	1.1-1.6, 2.4
	Task 3	1-7	1-9	1.1-1.4, 1.6
Prescribed text(s)	<p>Duchesne, S., McMaugh, A., Bochner, S., & krause, K. (2016). <i>Educational psychology for learning and teaching</i> (5th ed.). South Melbourne, VIC: Cengage Learning Australia.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>			
Recommended readings	<p>Curriculum Readings</p> <p>Bergin, C., & Bergin, D. (2015). <i>Child and adolescent development in your classroom</i>. Stanford, CA: Cengage Learning.</p> <p>Collier, J., & Goodiet, K. (2014). <i>Teaching well: Insights for educators in Christian schools</i>. Canberra, ACT: Barton Books.</p> <p>Dowling, M. (2010). <i>Young children's personal, social and emotional development</i>. London, UK: Paul Chapman.</p> <p>Price, K. (Ed.). (2012). <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i>. Port Melbourne, VIC: Cambridge University Press.</p> <p>Van Brummelen, H. (2009). <i>Walking with God in the classroom: Christian approaches to teaching and learning</i> (3rd ed.). Colorado Springs, CO: Purposeful Design</p> <p>Fleer, M. (2013). <i>Play in the early years</i>. Cambridge, UK: Cambridge University Press.</p> <p>Trawick-Smith, J. (2013). <i>Early childhood development: A multicultural perspective</i> (6th ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>Journals and Periodicals</p> <p>Australian Journal of Educational and Developmental Psychology</p> <p>Educational Psychology Review</p> <p>Educational Psychology</p> <p>Journal of Educational Psychology</p> <p>Social Psychology of Education</p>			

	<p>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).</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>
Specialist resource requirements	Nil.

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