



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST2003

Perspectives in Learning and Teaching

Semester 1

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### IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 2003 Perspectives in Learning and Teaching (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Leila Morsy  
Office Location: Goodsell 108  
Email: [l.morsy@unsw.edu.au](mailto:l.morsy@unsw.edu.au)  
Phone: 9385 9318  
Availability: 10-12pm Tuesdays

Tutor: Jennifer Whittle  
Office Location: Goodsell 132  
Email: [Jennifer.whittle@unsw.edu.au](mailto:Jennifer.whittle@unsw.edu.au)  
Phone: 9385 8856  
Availability: By appointment

Tutor: TBC  
Office Location:  
Email:  
Phone:  
Availability:

## 3. COURSE DETAILS

<b>Course Name</b>	Perspectives in Learning and Teaching	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Tue 14-16 (PhysicsTh)	Weeks 1-12
Tutorial/s	Fri 09 (w2-3,5-13, Mat 226) Fri 10 (w2-3,5-13, Mat 226) Fri 11 (w2-3,5-13, Mat 226) Tue 16 (w2-4,5-13, Mat 230) Wed 09 (w2-4,5-13, Mat 226) Wed 10 (w2-4,5-13, Mat 226) Wed 11 (w2-4,5-13, Mat 226) Wed 14 (w2-4,5-13, Mat 226) Wed 15 (w2-4,5-13, Mat 226)	

## *Summary of Course*

The course is divided into three sections: language, literacy, and numeracy; social psychological, and emotional factors; and curriculum and pedagogy. In the first part of the course students will engage in substantive thinking about how language, literacy, and numeracy are associated with students' backgrounds and impact student learning. In the second part of the course, students will examine what they and their students bring to the classroom in terms of socio-cultural and ability backgrounds, biases and assumptions, and mindset and how these may impact teaching and learning. In the third part of the course, participants will examine curriculum and pedagogy, and its association with teaching and learning. In this part of the course, students will reflect on a framework for organising and planning their teaching to serve all learners. The framework will address three main themes: curriculum significance, intellectual rigor of classroom material, building a quality teaching environment, and constructing a strong lesson plan. Students in this course will be exposed to research on major domains of education including sociology, psychology, language and literacy, pedagogy, and social justice with specific attention to the following practical questions:

### Language, Literacy, and Numeracy

- How do my students' language and culture influence learning?
- What literacy and numeracy factors impact student learning?
- How does my own literacy and numeracy impact my teaching?

### Social, Psychological, and Emotional Factors

- How do my background and life experiences impact my effectiveness as a teacher?
- How do my students' backgrounds and life experiences influence the relationships I build, the interactions I have, the expectations I hold, the ways in which I teach, and whether I succeed in driving my students to achieve significant gains?
- How do I meet the social, emotional, and academic needs of diverse linguistic, cultural, religious and socioeconomic backgrounds?
- How does mindset impact teaching and student learning and what can I do about it?

### Curriculum and Pedagogy

- How do I make my teaching and students' learning significant to students' knowledge, identities, and contexts outside the classroom? (Quality teaching in NSW public schools, 2003).
- How do I focus on active construction and understanding of important, substantive, concepts, skills, and ideas? (Quality teaching in NSW public schools, 2003).
- In working in a complex school and classroom environment, how can I build a strong, positive, and supportive learning environment for my students and me? (Quality teaching in NSW public schools, 2003).

## *Aims of the Course*

1. Students will gain an understanding of the variety of learners and learning styles in their classroom
2. Students will learn to examine their own perspective and background and their influence on their teaching
3. Students will explore a pedagogical framework to address the needs of the variety of learners and learning styles in their classroom

## *The main ways in which the course has changed since last time as a result of student feedback*

Pedagogy-Related Changes: By popular demand, the teaching team has made the 4,3,2,1 lists a hurdle requirement. The 4,3,2,1 lists build students' learning and serve as an ongoing preparation for both assessments. Much of the course materials have moved online, to encourage a "flipped classroom" model where most of the instructional content is delivered outside of classroom time. Tutorials and, to a large extent, lectures, build on the content that students have engaged with outside of class. A flipped classroom helps support learner-centred instruction.

Content-Related Changed: A lecture on teaching writing across content areas has been added. Also new is the addition of a lecture on assessment and testing. When observing prac students teaching, we noticed that a significant number struggled with assessing students during class time, and building assessment into their lesson plans. In the course section on social, psychological, and emotional factors that influence learning, the work on growth mindsets has been added. The teaching team has added course materials relating to various content areas.

### **Student Learning Outcomes**

Outcome		Assessment/s
1	To develop pre-service teacher' understanding of their own and their students' backgrounds' influence on teaching and learning through sociological, pedagogical, and psychological lenses.	2
2	To provide pre-service teachers with a framework for planning their practice to serve all learners.	1, 2

### **Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)**

Standard		Assessment/s
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	1, 2
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	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
3.3	Include a range of teaching strategies	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, 2

### **National Priority Area Elaborations**

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 4, 5, 7,	4,5
Classroom Management	1, 4, 5, 9,	1,4,5,9
Information and Communication Technologies	1, 3, 4, 5, 6, 7, 8, 11, 12,	4-6,8
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1,4-9,15, 17, 18
Students with Special Educational Needs	1, 2, 3, 4, 7, 8, 9	7,9
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11	3-7

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Throughout their careers, each teacher encounters a wide variety of students who bring with them a broad range of social, emotional, and academic experiences that impacts their learning. Moreover, a teacher's identity and life experience impacts how the teacher perceives others and how others perceive them. A teacher's ability to understand their students' social, emotional, and academic backgrounds as well as their own background influences relationships, interactions, expectations, and success in driving students to achieve significant gains. Given this awareness, teachers need a pedagogical framework from which to draw to focus, refine, and reflect on their own practice.

#### **5. TEACHING STRATEGIES**

The course will use a combination of lectures, whole-group discussions, and student-led discussions, designed to provide participants with the opportunity to deeply study the themes of the course.

##### *Some Basic Principles*

- The harder one works, the more one learns.
- While students are able to listen to the audio of the course lectures remotely, research shows this is no substitute for in-the-flesh attendance as learning is activated by interaction, not passive consumption.
- Much of the class will be interactive, and attendance and participation in the lecture discussions and in the tutorials will be a foundation of your personal and intellectual development in the course.
- If you have a question, it is likely other do as well. Participation (questions, comments, etc.) during course lectures and tutorials is expected and encouraged.

##### *Professionalism*

Please respect the norms of classroom decorum that are appropriate for higher education students and professional educators. Please do not use electronic devices such as cell phones, pagers, blackberries, etc. during class. Please do not undertake non-course-related activities on your computer during class. Please do not engage in parallel conversations while classroom discussions and lectures are going on. If you expect you might need to use your phone during class time, please let me know before class begins.

## 6. COURSE CONTENT AND STRUCTURE

Note: Lectures for this course begin in Week 1; Tutorials begin in Week 2.

Week	Lecture Topic	Tutorial Guiding Questions and Activities
1	Introduction to Learning and Teaching	<b>No tutorial. Tutorials begin in week 2.</b>
2	<u>Language, Literacy, and Numeracy</u> The Role of Language and Culture in Learning <i>Guest lecture: Chris Davison</i>	What literacy and numeracy factors impact on student achievement? How are these framed by the students' /teachers' cultural and linguistic assumptions? Implications for lesson planning and teaching
3	<u>Language, Literacy, and Numeracy</u> Issues in Understanding Secondary Literacy Texts	How do different texts (including multi-modal texts) make different demands on different readers? What is the difference between learning to read and reading to learn? Who is left behind in the transition? Why is teaching literacy the responsibility of all teachers? Implications for lesson planning and teaching
4	<u>Language, Literacy, and Numeracy</u> Reading Strategically and Teaching Vocabulary	How can teachers develop reading comprehension in all students? Why is teaching vocabulary the responsibility of all teachers? How does vocabulary impact student achievement? Numeracy: why and how to integrate numeracy across the curriculum? Implications for lesson planning and teaching
5	<u>Language, Literacy, and Numeracy</u> Technical skills of writing: Text organisation, spelling and punctuation <i>Guest lecture: Helen Pearson</i>	How can teachers develop the technical skills of writing in all students? Why is teaching spelling and punctuation the responsibility of all teachers? How does spelling and punctuation impact student achievement? Implications for lesson planning and teaching
<b>Assessment 1 due by 5pm Monday, April 4<sup>th</sup>, 2016</b>		
6	<u>Social, Psychological, and Emotional Factors</u> Biases, Assumptions, and Privilege	What is the impact of culture, cultural identity and linguistic background on the education of students from diverse linguistics, cultural, religious and socioeconomic backgrounds? When you think of who you are, what elements of your identity come to mind first? How do these elements of your identity impact how you interact with people who

## 6. COURSE CONTENT AND STRUCTURE

Note: Lectures for this course begin in Week 1; Tutorials begin in Week 2.

Week	Lecture Topic	Tutorial Guiding Questions and Activities
		<p>share membership in these identity groups?</p> <p>How do these elements of your identity impact how you interact with people who do not share membership in these identity groups?</p> <p>How might your membership in these identity groups shape the way others perceive you?</p> <p>What does teacher bias look like in the classroom? How does it impact student achievement?</p> <p>What are the implications of your IAT results for you as a teacher?</p> <p>Implications for lesson planning and teaching</p>
7	<u>Curriculum and Pedagogy</u> Curricular Significance	<p>How can you ensure that the curriculum you teach is relevant to all students?</p> <p>Implications for lesson planning and teaching</p>
8	<u>Social, Psychological, and Emotional Factors</u> Intellectual Rigor and Growth Mindset	<p>How can you set learning goals that provide achievable challenges for students of varying characteristics?</p> <p>Are higher-order thinking skills beneficial to all students?</p> <p>How are 21<sup>st</sup> Century skills linked to intellectual rigor?</p> <p>Why is the concept of growth mindset important for teachers and students?</p> <p>How do intellectual development and characteristics of students affect learning?</p> <p>Implications for lesson planning and teaching</p>
9	<u>Curriculum and Pedagogy</u> Building a Quality Learning Environment	<p>How do the videos and lessons plans from this week incorporate (or leave out) the principles we examined in the course so far?</p> <p>Implications for lesson planning and teaching</p>
10	<u>Curriculum and Pedagogy</u> Evaluating Student and School Improvement	<p>How do schools and teachers evaluate student improvement?</p> <p>What is the difference between formative and summative assessments and assessment for accountability?</p> <p>As a teacher, how do I evaluate test-based information, including individual student test scores, national and international differences in performance, and performance trends in</p>



## 6. COURSE CONTENT AND STRUCTURE

Note: Lectures for this course begin in Week 1; Tutorials begin in Week 2.

Week	Lecture Topic	Tutorial Guiding Questions and Activities
		Australia?
11	<u>Curriculum and Pedagogy</u> The Architecture of a Lesson Plan	How do you create rigorous, objective-driven lesson plans so that students who complete class activities successfully will have mastered the objective and made progress toward the big goal? In what ways is lesson planning is critical to successful instruction? Why is it crucial that nothing is left to chance and all matters planned? How do you take care that instruction be goal-driven, not activity-driven?
12	Review	This tutorial is student-led. Please post questions on Moodle that you have about the course content and the final assignment.
<b>Assessment 2 due by 5pm Friday June 3<sup>rd</sup>, 2016</b>		

## 6. ASSESSMENT

In addition to two marked assessments, there are three hurdle requirements. Students must pass all assessments and hurdle requirements in order to successfully complete the course.

Marked Assessments						
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Reflection paper on your language, literacy, and numeracy experiences as a student.	Reflection paper. 2,000 words (+/- 10%) not including references	40%	2	1, 2	D.6 E.7, 9 F.3	Monday, April 4 <sup>th</sup> , 2016, 5pm
Write a critical paper on a lesson plan; modify the lesson plan based on your critique.	Lesson Plan Critique. Paper: 2,000 words (+/- 10%) not including references	60%	1, 2	1, 2	A.4, 5 B.1, 4,5,9 C.4-6, 8 D.1, 4, 5,7,8,9, 15,17,18	Friday June 3 <sup>rd</sup> , 2016, 5pm
Hurdle Requirements						
Hurdle Task			Due Date			
Weekly 4,3,2,1 Lists			2pm Tuesdays in weeks 2-4, and 5-11: March 8, March 15, March 22, April 5, April 12, April 19, April 26, May 3, May 10, May 17			
If mark on Assessment 1 falls below 12/20 (60%), proof that student has attended the Learning Centre is required to submit Assessment 2.			Friday June 3 <sup>rd</sup> , 2016, 5pm			
Attendance in lectures and tutorials			A minimum attendance requirement of <b>80%</b> of all scheduled classes (lectures and tutorials). Attendance is taken at all lectures and tutorials. Signing in in lieu of someone else will result in immediate failure of the course.			

## Assessment Details

**PLEASE READ THIS SECTION CAREFULLY. POINTS WILL BE DEDUCTED FOR NOT FOLLOWING THE FOLLOWING PROCEDURES WHEN TURNING IN ASSIGNMENTS.**

- **Formatting:** Use Times New Roman 12 point font, 2.5cm margins all around, and APA-style formatting. **Use paper template available on Moodle.**
- **Reference page:** In any paper that includes references, include a reference page titled "References" (not "List of References" or "Reference List" or anything else) as Turnitin will **only** exclude the references from your similarity report if your reference page is titled "References."
- **Late assignments:** Assignments submitted after the due date will suffer a penalty. Please check the Student Policies and Procedures as below.
- Always **keep a copy** of your assessment. If your assessment is mislaid, you are responsible for providing another copy. Keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination.
- **Submission:** Submit your assignment through Turnitin on Moodle by 5pm on the due date. No assignment is accepted via email or hardcopy. No cover sheet is required.
- Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.  
<https://education.arts.unsw.edu.au/students/courses/course-outlines>

### **Assessment 1: Reflection Paper**

Write a reflection paper on your language, literacy, and numeracy experiences as a student. Take care to reference **at least four different readings** from course weeks 1-4. Include an introduction and conclusion. Use the following questions to structure your response:

1. To what extent were your language, literacy, and numeracy different than those of your peers? To what extent were they similar?
2. To what extent were your language, literacy, and numeracy experiences different than what your teachers expected? To what extent were they similar?
3. What did you do in response to any language, literacy, and numeracy issues that came up?
4. Would you behave similarly or differently with your students than your teachers did with you? Why?
5. In what ways could your own language, literacy, and numeracy skills impact your teaching and students' learning?

*Any student who receives a Fail grade on the first assessment (not due to late submission) may resubmit within two weeks of receiving feedback. Resubmissions must include a comprehensive self-assessment on all of the assessment criteria, including addressing each point raised in the initial assessment, and outlining how the revised assignment now satisfies the assessment criteria. Students will receive feedback on their resubmission within two weeks of submission. The maximum grade that can be awarded for a resubmitted first assignment is a Pass (i.e., mark 10/20).*

### **Assessment 2: Lesson Planning and Analysis**

This assessment consists of two parts.

#### Part I

Considering the topics we have studied in this course, plan an original lesson and original supporting teaching materials in one of your two method areas. The lesson plan should use as its aims one, two, or three outcomes from the NSW syllabus: <http://syllabus.bos.nsw.edu.au/>

There is no word limit to the lesson plan and supporting materials, but as a guide, anything over ten pages will likely irritate the person marking your assessment.

## Part II

Write an analytic paper in which you:

1. Identify and describe six strengths of your lesson plan, as they related to at least six different lecture topics from the course.
2. Identify strengths in each
  - a. Language, literacy, and numeracy
  - b. Social, psychological and emotional factors
  - c. Curriculum and pedagogy

The analytic paper should be 2,000 words (+/-10%) not including references.

**For each assessment, please refer to the feedback sheets. These include additional detail about what is expected. The teaching team uses the feedback as a guide to evaluate the quality of your work.**

### ***APA Resources***

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.cite.auckland.ac.nz/index.php?p=quickcite>

<http://www.lib.latrobe.edu.au/referencing-tool/apa-6>

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET  
EDST2003 PERSPECTIVES IN LEARNING AND TEACHING

Student Name:

Student No.:

Assessment Task: **Reflection Paper**

SPECIFIC CRITERIA	(-) ←				→ (+)
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Responds to each guiding question</li> <li>• Relevance and use of learnings from <b>each week 1-4</b>, including language, literacy, and numeracy teaching and learning</li> <li>• Described teaching strategies that are responsive to the literacy, language, and numeracy learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</li> <li>• Described what language, literacy, and numeracy factors are associated with differences in student achievement</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Depth of understanding of the complex nature of literacy, language, and numeracy</li> <li>• Paper has a clear audience and the purpose for writing is clear</li> <li>• Substantive elaboration of arguments in response to each question</li> <li>• Clarity and depth of description of specific language, literacy, and numeracy experiences</li> <li>• Depth of analysis of specific language, literacy, and numeracy experiences</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Provided evidence from at <b>least four</b> readings (not viewings) from each weeks 1-4 to support arguments</li> <li>• Cited readings are clearly understood</li> <li>• Cited readings support the argument</li> <li>• The connections between the evidence from readings and arguments are explicitly described</li> <li>• The connections between the evidence from readings and arguments are explicitly analysed</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>• Sequentially responded to each guiding question</li> <li>• Logical sequencing of ideas</li> <li>• Appropriate transitions</li> <li>• Includes an introduction and a conclusion</li> <li>• Clarity and coherence of organisation, including use of numbering and referencing</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Reflection paper is 2,000 words, not including references (+-10%, 1,800-2,200)</li> <li>• Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization</li> <li>• Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure</li> <li>• If used, tables and graphs, etc. are clear</li> <li>• Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references</li> <li>• Uses paper template available through Moodle</li> </ul>					

**Lecturer: Leila Morsy**

**Date**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET  
EDST2003 PERSPECTIVES IN LEARNING AND TEACHING

Student Name:

Student No.:

Assessment Task: **Lesson Plan and Analytical Paper**

SPECIFIC CRITERIA	(-)				(+)
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>Analytic paper identifies and describes six strengths of the lesson plan, as they related to at least six different lecture topics from the course lesson plan follows the 5 step lesson plan format</li> <li>Lesson plan uses 1-3 NSW syllabus outcomes</li> <li>Lesson is planned to reach the stated NSW syllabus outcomes</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>Demonstrates depth of understanding of the complex nature of course topics addressed in paper</li> <li>Analytic paper has a clear audience and the purpose for writing is clear</li> <li>Analytic paper has a clear argument to support point-of-view</li> <li>Appropriately and substantially incorporated learning from course content from <b>at least six different topics</b> in analytic paper and lesson plan</li> <li>In analytic paper, precisely, persuasively, and clearly described how lesson plan incorporates learnings from <b>at least six different course topics</b></li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>Relevance and use of <b>at least ten readings</b> (not viewings) from the course syllabus from <b>at least six different course topics</b>.</li> <li>Readings cited are clearly understood</li> <li>The cited readings support the argument</li> <li>The connections between the evidence from readings and arguments are explicitly described</li> <li>The connections between the evidence from readings and arguments are explicitly analysed</li> </ul>					
<p><b>Structure and organisation of response</b></p> <ul style="list-style-type: none"> <li>Logical sequencing of ideas</li> <li>Appropriate transitions</li> <li>Includes an introduction and a conclusion</li> <li>Clarity and coherence of organisation, including use of numbering and referencing</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>Analytic paper is 2,000 words, not including references (+-10%, 1,800-2,200)</li> <li>Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling, and (4) capitalization</li> <li>Writing is precise, clear, and persuasive including (1) correct sentence structure and (2) appropriate paragraph structure</li> <li>If used, tables and graphs, etc. are clear</li> <li>Clarity, consistency and appropriateness of all APA conventions, including but not limited to quoting, paraphrasing, attributing sources of information, and listing references</li> <li>Uses paper template available through Moodle</li> </ul>					

**Lecturer: Leila Morsy**

**Date**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## 7. RESOURCES

### Required Textbook

Churchill, R., Ferguson, P., Godinho, S., Johnson, N. F., Keddie, A., Letts, W., . . . Nagel, M. (2013). *Teaching: Making a difference* (2nd ed.). Milton, QLD: John Wiley & Sons.

(You will use this textbook again in your degree coursework. The edition that you use does not matter greatly. If you have a different edition, the pagination might be a little bit different. You will not need the iStudy card that comes with this textbook when purchased new.)

All the readings and viewings are available either (1) on Moodle, (2) by clicking on the relevant link, (3) in the textbook.

### Readings

Week	Topic	Required Readings and Viewings (optional readings are noted)
1	Learning: Introduction to Learning	<p>Hall, C. C., Ariss, L., &amp; Todorov, A. (2007). The illusion of knowledge: When more information reduces accuracy and increases confidence. <i>Organizational Behavior and Human Decision Processes</i>, 103(2), 277-290.</p> <p>Tobias, S. (1994). Interest, prior knowledge, and learning. <i>Review of Educational Research</i>, 64(1), 37-54.</p>
2	<p><u>Language, Literacy, and Numeracy</u></p> <p>The Role of Language and Culture in Learning  <i>Guest Lecture: Chris Davison</i></p>	<p>Australian Institute for Teaching and School Leadership. (2015). Australian Professional Standards for Teachers: Embedding mathematics in everything. Retrieved from <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00325">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00325</a></p> <p>Australian Curriculum and Reporting Authority. (2015). F-10 Curriculum. General Capabilities. Literacy. Retrieved from <a href="http://www.australiancurriculum.edu.au/GeneralCapabilities/literacy/introduction/introduction">http://www.australiancurriculum.edu.au/GeneralCapabilities/literacy/introduction/introduction</a></p> <p>Australian Curriculum and Reporting Authority. (2011). <i>English as an additional language or dialect: Teacher resource</i>. Sydney, NSW: ACARA.</p> <p>Gibbons, P. (2009). English learners, academic literacy, and thinking: Defining the issues. <i>English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone</i> (pp. 1-18). Portsmouth, NH: Heinemann.</p> <p>Hurst, D., &amp; Davison, C. (2005). Collaborating on the curriculum: Focus on secondary ESOL. In D. Kaufman, &amp; J. Crandall (Eds.), <i>Content-based instruction in primary and secondary school settings</i> (pp. 41-66). Alexandria, VA: Teachers of English to Speakers of Other Languages.</p> <p>NSW Government Education and Communities. (2013). Numeracy K-12 Policy. Retrieved from <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00005">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00005</a></p>

Week	Topic	Required Readings and Viewings (optional readings are noted)
3	<u>Language, Literacy, and Numeracy</u>	Snow, C. E. (2002). Defining comprehension. <i>Reading for understanding: toward an R&amp;D program in reading comprehension</i> (pp. 11-18). Santa Monica, CA: RAND.
	Issues in Understanding Secondary Literacy Texts	Snow, C. E. (2002). Variability in reading comprehension. <i>Reading for understanding: toward an R&amp;D program in reading comprehension</i> (pp. 19-28). Santa Monica, CA: RAND.
4	<u>Language, Literacy, and Numeracy</u>	Dougherty Stahl, K. A., & Bravo, M. A. (2010). Contemporary classroom vocabulary assessment for content areas. <i>The Reading Teacher</i> , 63(7), 566-578.
	Reading Strategically and Teaching Vocabulary	Hart, B., & Risley, T. (2003). The early catastrophe: the 30 million word gap by age 3. <i>American Educator</i> , 27(4), 6-9. <i>National Numeracy Review Report</i> . (2008). Canberra, ACT: Human Capital Working Group: Council of Australian Governments. (pp.1-11, 23, 53-57.)
5	<u>Language, Literacy, and Numeracy</u>	NSW Government Department of Education and Communities. (2012). Literacy Continuum: 7-10. Retrieved from <a href="http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/continuum/7_10_lit_cont.pdf">http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/continuum/7_10_lit_cont.pdf</a>
	Technical skills of writing: Text organisation, spelling and punctuation <i>Guest Lecture: Helen Pearson</i>	Mitchell, J. (2005). Talking our way to understanding. In B. Doecke, & G. Parr (Eds.), <i>Writing = Learning</i> (pp. 59-72). Adelaide, SA: Wakefield Press. Rivalland, J., & Wooller, B. (2006). Writing in the Middle Years: 'The More Control We Have of Words, the More Power We Have in Society as a Whole'. <i>Literacy Learning: The Middle Years</i> , 14(3), 18-27.
6	<u>Social, Psychological, and Emotional Factors</u>	Project Implicit. (2015). Implicit Association Tests. Retrieved from <a href="https://implicit.harvard.edu/implicit/demo/Take%20three%20IATs%20of%20your%20choice.%20Save%20your%20results%20as%20a%20pdf%20and%20upload%20them%20to%20Moodle.%20I%20will%20not%20look%20at%20your%20results,%20but%20only%20want%20evidence%20that%20you%20have%20taken%20three%20IATs.">https://implicit.harvard.edu/implicit/demo/Take three IATs of your choice. Save your results as a pdf and upload them to Moodle. I will not look at your results, but only want evidence that you have taken three IATs.</a>
	Biases, Assumptions, and Privilege	Steele, C. M. (1997). A threat in the air: how stereotypes shape intellectual identity and performance. <i>American Psychologist</i> , 52(6), 613-629. McIntosh, P. (2003). Understanding prejudice and discrimination. In S. Plous (Ed.), <i>White privilege: Unpacking the invisible knapsack</i> (8th ed., pp. 191-196) McGraw-Hill. <b>Optional:</b> Staples, B. A. (1986, December). <i>Black Men in Public Space</i> . <i>Harper's Magazine</i> , 19-20.
7	<u>Curriculum and Pedagogy</u>	Professional Learning and Leadership Development Directorate. (2008). <i>Quality Teaching to support the NSW Professional Teaching Standards</i> . Sydney, NSW: Department of Education and Training.
	Curricular Significance	Letts, W. (2013). Chapter 6: The Curriculum. In R. Churchill, P. Ferguson, S. Godinho, N. F. Johnson, A. Keddie, W. Letts, . . . M. Nagel (Eds.), <i>Teaching: Making a difference</i> (2nd ed., pp. 184-209). Milton, QLD: John Wiley & Sons.



Week	Topic	Required Readings and Viewings (optional readings are noted)
8	<p><u>Curriculum and Pedagogy</u></p> <p>Intellectual Rigor and Growth Mindset</p>	<p>Godinho, S. (2013). Chapter 8: Pedagogy: The agency that connects teaching with learning. In R. Churchill, P. Ferguson, S. Godinho, N. F. Johnson, A. Keddie, W. Letts, . . . M. Nagel (Eds.), <i>Teaching: Making a difference</i> (2nd ed., pp. 250-289). Milton, QLD: John Wiley &amp; Sons.</p> <p><b>Optional:</b> Rosefsky Saavedra, A., &amp; Opfer, V. D. (2012). <i>Teaching and learning 21st century skills: Lessons from the learning sciences</i>. Santa Monica, CA: Rand Corporation.</p> <p>Zohar, A., Degani, A., &amp; Vaaknin, E. (2001). Teachers' beliefs about low-achieving students and higher order thinking. <i>Teaching and Teacher Education</i>, 17(4), 469-485.</p> <p>Zohar, A. &amp; Dori, Y.J. (2003). Higher Order Thinking Skills and Low-Achieving Students: Are They Mutually Exclusive? <i>The Journal of Learning Sciences</i>. 12 (2), 145-181.</p>
9	<p><u>Curriculum and Pedagogy</u></p> <p>Building a Quality Learning Environment</p>	<p>Nicholson, P. (2013). Chapter 9: Organising the Learning Environment. In R. Churchill, P. Ferguson, S. Godinho, N. F. Johnson, A. Keddie, W. Letts, . . . M. Nagel (Eds.), <i>Teaching: Making a difference</i> (2nd ed., pp. 290-322). Milton, QLD: John Wiley &amp; Sons.</p> <p>Australian Institute for Teaching and School Leadership. (2015). Australian Professional Standards for Teachers: Responding to Challenging Behaviours. Retrieved from <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00361">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00361</a></p> <p>Australian Institute for Teaching and School Leadership. (2015). Australian Professional Standards for Teachers: Responsible Use of ICT. Retrieved from <a href="http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00020">http://www.aitsl.edu.au/australian-professional-standards-for-teachers/illustrations-of-practice/detail?id=IOP00020</a></p>
10	<p><u>Curriculum and Pedagogy</u></p> <p>Evaluating Student and School Improvement</p>	<p>Koretz, D. M. (2008). What Is a Test. <i>Measuring up: What Educational Testing Really Tells Us</i> (pp. 16-34) Cambridge, MA: Harvard University Press.</p> <p>Koretz, D. M. (2008). Error and Reliability: How Much We Don't Know About What We're Talking About. <i>Measuring up: What Educational Testing Really Tells Us</i> (pp. 143-178). Cambridge, MA: Harvard University Press.</p> <p>Koretz, D. M. (2008). Validity. <i>Measuring up: What Educational Testing Really Tells Us</i> (pp. 215-234). Cambridge, MA: Harvard University Press.</p>
11	<p><u>Curriculum and Pedagogy</u></p> <p>The Architecture of a Lesson Plan</p>	<p>Teach for America. (2011). Lesson planning, part I: Standard lesson structure. <i>Instructional planning and delivery</i> (pp. 77-105). New York, NY: Teach for America.</p>
12	Review	No Readings