



School of Education

EDST2003  
Perspectives in Learning and Teaching

Semester 1, 2018

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### ***Summary of Course***

In this course, you will be introduced to key issues in learning and teaching. 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 you 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, you will examine what you and your students bring to the classroom in terms of socio-cultural and ability backgrounds, biases and assumptions, and mindsets, and how these may impact teaching and learning. In the third part of the course, you will examine curriculum and pedagogy, and its association with teaching and learning. By the end of the course, you will be able to design a lesson plan in your method area that addresses the needs of students across a variety of areas: language, literacy, numeracy, social, psychological, and emotional.

## ***Student Learning Outcomes***





## 6. COURSE CONTENT AND STRUCTURE

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

Tutorials always refer to the lecture that occurred immediately prior to it. So, if your tutorial is on a Wednesday, it will refer to the lecture that occurred on the previous Tuesday. **There are no tutorials on Anzac Day and no lectures or tutorials on Good Friday or Easter Monday. If you usually attend one of these tutorials, you are welcome to drop in on a tutorial of your choice on another day.**

| Week | Lecture Topic | Tutorial Guiding Questions and Activities                               |
|------|---------------|---|
|      |               | Develop a plan for embedding vocabulary instruction in your own lesson. |
|      |               | Implications for lesson planning and teaching                           |

**Mid**



share membership in these identity groups?

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|              |        |  |
|--------------|--------|--|
| 13<br>29 May | Review | What are three ways you could effectively check for understanding in your own lesson?<br>Final assessment workshop tutorials |
|--------------|--------|--|



### ***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

### **Assessment 1: Analytical Paper**

**Details:** 2000 words

Using examples from the samples of student work provided, write an analysis of student language, literacy, and numeracy difficulties.

**Additional details:** 5 Using examples from the samples of student work provided (Mouhammed's story from Week 2 and Michael's test from Week 3), write an analysis of student language and literacy difficulties. The work samples belong to two different students and exemplify difficulties in language, literacy, and numeracy. You can address each of these work samples separately or consider them holistically. Take care to reference at least four different readings from course weeks 1-4. No introduction or conclusion is required. Use the following questions to structure your response:

1. What are the causes of language and literacy difficulties in secondary school students?
2. In general, what are common indicators of language and literacy difficulties in secondary school students?

***Assessment 2: Lesson Planning and Analytical Paper***

**Details:** 2000 words equivalent considering the topics we have studied in this course, plan an original 7 lesson and original supporting teaching materials, preferably in one of your two method areas.

Write a 1000 word analytic paper in which you identify and describe six strengths of your lesson plan, as they related to at least 10( )



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> <p>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</p> <p>Lesson plan uses 1-3 NSW syllabus outcomes</p> <p>Lesson is planned to reach the stated NSW syllabus outcomes</p>  |     |  |  |  |     |
| <p><b>Depth of analysis and/or critique in response to the task</b></p> <p>Demonstrates depth of understanding of the complex nature of course topics addressed in paper</p> <p>Analytic paper has a clear audience and the purpose for writing is clear</p> <p>Analytic paper has a clear argument to support point-of-view</p> <p>Appropriately and substantially incorporated learning from course content from <b>at least six different topics</b> in analytic paper and lesson plan</p> <p>In analytic paper, precisely, persuasively, and clearly described how lesson plan incorporates learnings from <b>at least six different course topics</b></p> |     |  |  |  |     |
| <p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <p>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>.</p> <p>Readings cited are clearly understood</p> <p>The cited readings support the argument</p> <p>The connections between the evidence from readings and arguments are explicitly described</p> <p>The connections between the evidence from readings and arguments are explicitly analysed</p>   |     |  |  |  |     |
| <p><b>Structure and organisation of response</b></p> <p>Logical sequencing of ideas</p> <p>Appropriate transitions</p> <p>Includes an introduction and a conclusion</p>  |     |  |  |  |     |



## 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*

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| <b>Week</b> | <b>Topic</b>                       | <b>Required Readings and Viewings</b> <i>(optional readings are noted)</i>  |
|-------------|------------------------------------|---|
| 1           | Learning: Introduction to Learning | Hall, C. C., Ariss, L., & Todorov, A. (2007). The illusion of knowledge: When more information reduces accuracy and increases confidence. |



