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 Name
Innovative Practices that Enhance Teaching for Learning

### Unit Code
ED630

### Awards
- Graduate Certificate in Christian Education
- Master of Education

### Core/Elective
Elective

### Strand
Praxis of Pedagogy

### Prerequisites
- ED600  Theological Reflections on Education
- OR
- ED601  Applying Worldview Studies to Christian Education
- ED602  Philosophical Perspectives on Education

### Modes
External

### Delivery/Contact hrs
Nominal 10 hours per week x 14 weeks = 140 hours (10 credit points)
[Engagement with study materials and readings: 90 hours; Assignment preparation: 50 hours]

### Unit Coordinator
Dr Robert Herschell

### Teaching Staff
Dr Robert Herschell

### Unit Rationale
Despite the complexity of the teaching and learning processes, recent advances have been made requiring ongoing investigation. It is no longer appropriate for teachers to use a narrow range of methodologies or strategies for the development of students' knowledge, skills, processes, attitudes or values. Each of these areas has diverse principles with which teachers should be familiar and practices in which they should be proficient.

Many teachers, as a result of their previous school-based experiences, have developed effective strategies to develop and extend student learning. There is a need however, for teachers to extend their competence in the use of an ever-increasing range of teaching and learning methodologies.

This unit is specifically designed to address the need for teachers to extend and enrich their repertoire of understandings and practices of teaching for learning. In undertaking this study, they will be able to assess, reflect on and enhance their teaching in the light of ‘best practice and recent developments in teaching and learning.

The capacities to critically appraise one’s own style, strategies and practices will lay a strong foundation for on-going personal and professional growth. Teachers need to assess their competencies and options for enhancing student learning within the context of Christian perspectives that are consistent with issues and methodologies across the curriculum.

Teachers will conduct an Action Research Project in the context of their planned teaching work. This will provide a dynamic base for further assessments and practices. The unit prepares teachers for on-going self-evaluation by quipping them with conceptual tools, skills and experience for investigating alternative approaches consistent with the ‘best of current educational practice’.

### Learning Outcomes:

On completion of this unit of study students will have provided evidence that they have:

1. Examined and reviewed personal principles and practices related to teaching for learning.
2. Developed a personal schema for organising and analysing current practices.
3. Evaluated personal and professional teaching competencies.
4. Critically appraised their competencies in the light of recent developments in these areas.
6. Implemented and evaluated strategies using Action Research approaches for further enhancing their teaching in selected methodological dimensions using appropriate resources.
7. Report on and critically review their Action Research study
8. Propose further strategies to extend and enrich their personal and professional teaching competencies
9. Demonstrated competence in writing at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1-2</td>
<td>The Informing Phase</td>
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<tr>
<td>3-4</td>
<td>The Surveying Phase</td>
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<tr>
<td>5-6</td>
<td>The Mapping Phase</td>
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<tr>
<td>7-8</td>
<td>The Analysing and Diagnosing Phase</td>
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<tr>
<td>9-10</td>
<td>The Project Phase</td>
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<tr>
<td>11-12</td>
<td>The Review Phase</td>
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<tr>
<td>13-14</td>
<td>Assessment task – Research Report</td>
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Set Text Requirements:


Recommended Readings:


Relevant Journals

*Journal of Teacher Education*
*International Journal of Learning*
*Educational Practice and Theory*
### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Due Week</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mapping and reviewing one’s teaching</td>
<td>Developing and using a framework to review one’s approaches to teaching and learning.</td>
<td>1-2, 7</td>
<td>5</td>
<td>20%</td>
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<td>(1500 words)</td>
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<tr>
<td>Developing and Action Research Plan</td>
<td>A draft project proposal must be submitted to the lecturer and to a ‘critical friend’, who is also a teaching colleague, for written formative comments and suggestions.</td>
<td>1-4, 7</td>
<td>8</td>
<td>30%</td>
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<tr>
<td>(2000 words)</td>
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<tr>
<td>Critical and reflective report of an Action Research Study</td>
<td>Students are to report on and critically review their Action Research as well as propose a plan for the ongoing implementation of their study outcomes.</td>
<td>1-7</td>
<td>14</td>
<td>50%</td>
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<tr>
<td>(3000 words)</td>
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### Unit Overview:

Teachers engaging in this unit of study will undertake a detailed mapping and analysis of their learning and teaching styles. Particular attention will be paid to the Professional Standards for Teachers in Queensland schools (QCT and DETA) so as to develop a diagnostic, remedial and action research plan for enhancing student learning.