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.
Researching teaching and learning is vitally important for teachers. Throughout personal and postgraduate teacher education programs, a great deal of focus has usually been placed on the development of foundational teaching perspectives, knowledge and process bases, skills and abilities, values and ethics. While this has been a necessary and essential phase in personal and professional growth, relatively less emphasis has been placed on extending and enriching the nature, style and essential elements and processes of learning. Hence the focus of this unit is on learning.

Too often the nature and scope of student needs seem to become lost in the plethora of educational plans and actions. If quality teacher and student learning is to be encouraged, teachers should have the opportunity to explore and critique various learning theories and their praxis.

A focus on learning must be both comprehensive, reflective and critical as well as theoretical and practical. While this should be developed within the context of a Christian worldview, it also must explore and critique other theoretical frameworks and perspectives if it is to be more than just narrowly doctrinaire.

This unit focuses on the developmental needs, the facilitating factors and critical strategies for promoting teachers as learners. The more comprehensively teachers are able to understand, research and experience learning, the better they will be equipped to enhance their students’ learning.

Learning Outcomes:

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

1. Developed a detailed contemporary, theoretical and practical knowledge of learning.
2. Identified and critiqued the major factors affecting their teacher learner as well as learning more generally within educational settings.
3. Investigated and reviewed interrelationships amongst knowledge, processes, skills/abilities, developmental changes, teacher learning and the learner.
4. Examined biblical perspectives and theological propositions that are relevant to current learning traditions and practices.
5. Developed and critiqued a personal framework of learning.
6. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the unit</td>
</tr>
<tr>
<td>2-4</td>
<td>Investigation of best praxis in relation to teachers and learners</td>
</tr>
<tr>
<td>5-7</td>
<td>Development and review of various strategies for mapping, diagnosing, remediating and extending / enriching learning</td>
</tr>
<tr>
<td>8-9</td>
<td>Critical review of the relationships between motivation and task behaviour</td>
</tr>
<tr>
<td>10-11</td>
<td>Investigation of the relationships among theory, belief and praxis in quality learning contexts</td>
</tr>
<tr>
<td>12-13</td>
<td>Proposition and review of a range of models that promote transformational learning</td>
</tr>
<tr>
<td>14</td>
<td>Unit closure</td>
</tr>
</tbody>
</table>

Set Text Requirements:


Recommended Readings:


Relevant Journals

*Educational Practice and Theory*

*Educational Philosophy and Theory*

*International Journal of Leadership in Education and Theory Practice*
**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical paper (1500 words)</td>
<td>Preparation of a SWOT analysis (strengths, weaknesses, opportunities and threats) of a selected learner and/or learning setting.</td>
<td>1-2, 6</td>
<td>7</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective professional journal or Seminar (1500 words)</td>
<td>Preparation and analysis of a reflective journal on Learning Practices (1500 words) OR Preparation, conduct and critical review of a professional workshop or seminar on the topic of Transformational Learning (1500 words)</td>
<td>1-6</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td>Journal article (3000 words)</td>
<td>Preparation of a journal article for possible publication (3000 words) which uses the literature from at least three of the topics addressed in Module 3 to address the topic: Towards a Personal Framework for Transformational Learning OR Stepping Stones to Transformational Learning</td>
<td>1-6</td>
<td>14</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Unit Overview:**

Critical review of theoretical and practical approaches to the study of 'learning' will form the basis for the analysis of particular learning settings, to identify factors such as context, style, learner characteristics, motivation, task and processes that promote and/or inhibit learning. Students formulate a personal framework on 'learning' from these studies.