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.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>ED654</th>
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<tr>
<td><strong>Unit name</strong></td>
<td>Issues in Learning</td>
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| **Associated higher education awards** | Graduate Certificate in Christian Education  
Master of Education |
| **Duration** | One semester |
| **Level** | Postgraduate |
| **Unit Coordinator** | Dr Paul Rumble |
| **Core/Elective** | Elective |
| **Weighting** | Unit credit points: 10 |
| | Total course credit points:  
Graduate Certificate in Christian Education - 40  
Master of Education - 80 |
| **Student workload** | Directed study hours: 90  
Personal study hours: 60  
Total workload hours: 150 |
| | Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week. |
| **Delivery mode** | External |
| **Pre-/Corequisites** | Prerequisite or corequisite:  
ED601 Applying Worldview Studies to Christian Education  
OR  
ED602 Philosophical Perspectives on Education |
| **Rationale** | Current significant international and national challenges and developments in the teaching of Early Years, Middle Years and Senior Years students will be examined, critiqued and evaluated. The prime focus will be on the cognitive, social, emotional and spiritual development of learners. This unit seeks to keep students abreast of these developments. |
| **Learning outcomes** | On completion of this unit, students will have provided evidence that they have:  
1. demonstrated an understanding of the principles which inform pedagogy and practice;  
2. critiqued a variety of contemporary perspectives on children;  
3. analysed and critiques effective curriculum decision-making processes;  
4. examined, compared and contrasted a variety of theoretical perspectives on children’s physical, cognitive, emotional, social and spiritual development;  
5. reviewed assessment practices with relation to such development; and  
6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation. |
| Content | Contemporary perspectives on children and learning.  
Principles that underpin effective curriculum design and pedagogy.  
Components of an effective curriculum.  
Cognitive, emotional, social and spiritual development.  
Creating and maintaining conducive learning environments.  
Meaningful and authentic assessment. |
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| **Assessment tasks** | **Task 1:** Review of relevant literature  
Word length/Duration: 3000 words  
Weighting: 40%  
Learning outcomes: 1-4, 6  
Assessed: Y - 2015, S - 2, W - 7  
**Task 2:** Investigative report  
Word length/Duration: 3000 words  
Weighting: 60%  
Learning outcomes: 1-6  
Assessed: Y - 2015, S - 2, W - 15 |
<p>| <strong>Specialist resource requirements</strong> | Nil |
| <strong>Prescribed text(s)</strong> | Nil |</p>
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<th>Recommended readings (continued)</th>
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**Journals and Periodicals**
- Australian Journal of Middle Schooling
- Australian Journal of Teacher Education
- Australian Primary Mathematics Classroom
- Australian Senior Mathematics Journal
- Australasian Journal of Early Childhood
- Christian Teachers Journal
- Education Review
- Every Child
- Journal of Christian Education
- Queensland Teachers' Journal

**Websites**

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the *New International Version* (NIV) or the *New King James Version* (NKJV). 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.

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<tr>
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<td>This unit allows the student to select an area of focus (Early Years, Middle Years or Senior Years) and to examine contemporary perspectives on children and learning. It also extends to an examination of current curricula, child development theories, learning environments and assessment theories and practices.</td>
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