



CHRISTIAN HERITAGE COLLEGE

**ES502**

**THE NATURE OF THE LEARNER**

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.

<b>Unit code</b>	ES502																
<b>Unit name</b>	The Nature of the Learner																
<b>Associated higher education awards</b>	Master of Teaching																
<b>Duration</b>	One semester																
<b>Level</b>	Level 8																
<b>Core/elective</b>																	
<b>Weighting</b>	Unit credit points: 10 Course credit points: 160																
<b>Delivery mode</b>	On campus; External																
<b>Student workload</b>	<p><i>On campus</i></p> <table> <tr> <td>Contact hours</td> <td>30 hours</td> </tr> <tr> <td>Reading, study, preparation</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Directed study</td> <td>30 hours</td> </tr> <tr> <td>Personal study</td> <td>50 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>70 hours</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150 hours</b></td> </tr> </table> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	30 hours	Reading, study, preparation	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>	<b>150 hours</b>	Directed study	30 hours	Personal study	50 hours	Assignment preparation	70 hours	<b>TOTAL</b>	<b>150 hours</b>
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<b>Prerequisites/ co-requisites/ restrictions</b>	Nil.																
<b>Rationale</b>	<p><b><i>Enduring Understanding:</i></b></p> <p>Teaching is a form of cognitive neuroscience and improvements in students' learning can be achieved by aligning teaching practices with knowledge about how the brain matures and functions.</p> <p>In this unit pre-service teachers will engage learning theories and neuroscience concepts to develop their understanding of changes that occur during adolescence and how they impact behaviour and learning. Pre-service teachers will explore the various aspects of the adolescent learner: cognitive, social, emotional, spiritual, moral, relational and volitional. They will develop conceptual understandings to appreciate and acknowledge the multifaceted and complex nature of adolescent development.</p> <p>This unit pays particular attention to the specific learning characteristics and needs of adolescents, and equips pre-service teachers with skills to provide student learning environments and experiences that address their needs.</p>																

	<p>Pre-service teachers will consider a Bible-based, Christ-centred worldview in the context of learning and development of secondary (Years 7-12) students.</p> <p>Note: The assessment in this unit includes one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p>
<p><b>Learning delivery process</b></p>	<p>During this unit pre-service teachers will engage with contemporary neuroscience and educational psychological skills and practice within the Years 7-12 context.</p> <p>They will have opportunities to contribute on-line and face to face through workshops, demonstrations, forum posts and responses, and interactive discussions to develop knowledge of, confidence in and competence with child development as applied toward teaching practice.</p> <p><b>On campus mode:</b></p> <p>Interactive engagement through face-to face lectures and access to all on-line resources:</p> <ul style="list-style-type: none"> <li>• Weekly lecture.</li> <li>• Weekly tutorial (where applicable).</li> </ul> <p>Plus on-line resources (see below).</p> <p><b>External mode:</b></p> <p>Interactive engagement through on-line resources.</p> <p><i>On-line resources</i></p> <ul style="list-style-type: none"> <li>• CHC learning portal (Moodle™): <ul style="list-style-type: none"> <li>– weekly lecture (may include lecture video capture (e.g.: Echo360), Power Point presentation and resources);</li> <li>– weekly readings;</li> <li>– study guides; and</li> <li>– assessment guides.</li> </ul> </li> <li>• Collaborative forums: Student forums and News forum.</li> <li>• Video conferencing (external students only).</li> <li>• Turnitin assessment and feedback tool.</li> </ul> <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>
<p><b>Content</b></p>	<p>1. Domains of learning and the development of adolescents:</p> <ol style="list-style-type: none"> <li>1.1 Physical ;</li> <li>1.2 Neurological;</li> <li>1.3 Social;</li> <li>1.4 Emotional;</li> <li>1.5 Language and cultural;</li> <li>1.6 Moral and ethical; and</li> <li>1.7 Spirituality and worldviews.</li> </ol>

2. Neuroscience and education:
  - 2.1 Theories of growth and development;
  - 2.2 Neuroscience and developmental principles;
  - 2.3 Investigation of related pedagogical practices; and
  - 2.4 Personal response to a scaffolded pedagogical task.
3. Theories of adolescent development and learning:
  - 3.1 From Piaget and the NeoPiagetians, ... ; and
  - 3.2 Views on intelligence including multiple intelligences.
4. Adolescent learning and thinking:
  - 4.1 Brain research: memory, reasoning, problem-solving; and
  - 4.2 Pedagogical issues.
5. Intelligence, motivation and management of behaviour.
6. Socio-cultural influences on adolescent learning and development, including:
  - 6.1 Knowledge and understanding of the impact of culture;
  - 6.2 Cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds;
  - 6.3 Theories and frameworks such as from Vygotsky, Bronfenbrenner, ... to Growth Mindsets; and
  - 6.4 Practical application of selected theories and frameworks to one's personal educational experiences.
7. Links between philosophical underpinning, educational theory and practice:
  - 7.1 Consideration of curriculum principles and practices; and
  - 7.2 Pedagogical innovations to enhance learning.
8. Issues for the 21st century student including: friendships; learning difficulties; peer pressure; puberty; diet; family background; social media; and drug use:
  - 8.1 Pedagogical principles that enhance learning; and
  - 8.2 Catering for diversity, needs and interests.
9. The diverse needs of students from a range of cultural, linguistic, religious and socio-economic backgrounds:
  - 9.1 Principles underpinning differentiation, individualisation and personalisation; and
  - 9.2 Some pedagogical applications that facilitate choice, challenge and individualisation.
10. Bible-based, Christ-centred worldview on human development:
  - 10.1 Theological perspectives;
  - 10.2 Biblical considerations and practical implications; and
  - 10.3 Problematic issues such as Imago dei, redemption and salvation, ... and sanctification.

<p><b>Learning outcomes</b></p>	<p>On completion of this unit, pre-service teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>critically evaluated the major aspects, issues and perspectives that have helped shape conceptions of learning and the theories and neuroscience which have subsequently emerged. Clearly identifying the developmental differences between the junior secondary years (Years 7-10) and the senior secondary years (Years 11-12) [Graduate Teacher Standards: 1.1-1.6; Graduate Attributes: 1-7];</li> <li>reflectively analysed personal experiences of learning and reviewed the contexts in which such learning occurred from a Bible-based, Christ-centred worldview [Graduate Teacher Standards: 1.1-1.3; Graduate Attributes: 1-7];</li> <li>critically reflected on the connections between philosophical assumptions, contexts, theories and practices in a 21st century secondary educational setting paying attention to the differences between the junior secondary years and the senior secondary years and to perspectives of people from Aboriginal and Torres Strait Islander perspectives [Graduate Teacher Standards: 1.1-1.3; Graduate Attributes: 1-7];</li> <li>evaluated information from within authentic learning contexts that relates to psychological theories about learning [Graduate Teacher Standards: 1.1-1.4, 2.4; Graduate Attributes: 1-7];</li> <li>investigated and analysed learning principles in light of current developmental and learning theories and socio-cultural contexts, including people from Aboriginal and Torres Strait Islander backgrounds [Graduate Teacher Standards: 1.1-1.4, 2.4; Graduate Attributes: 1-7];</li> <li>investigated and theorised about practical applications of behaviour management strategies appropriate for application in junior and senior secondary classrooms [Graduate Teacher Standards: 1.1-1.3, 4.1, 4.3, 7.2; Graduate Attributes: 1-7]; and</li> <li>communicated at an appropriate tertiary standard with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation [Graduate Attributes: 6].</li> </ol>
<p><b>Assessment tasks</b></p>	<p><b>Task 1: Digital Presentation</b></p> <p>Present, using digital tools, how various theoretical understandings of learning are evident in the pre-service teacher's own life, and the implications of these theories for teaching, learning and classroom practices in secondary contexts. Evaluate how these theories relate to the perspectives of people from Aboriginal and Torres Strait Islander backgrounds.</p> <p>Word Length/Duration: 1,000 words/10 minute digital presentation</p> <p>Weighting: 25%</p> <p>Assessed: Week 4</p> <p><b>Task 2: Emergent Teaching Strategies</b></p> <p>Analyse teaching strategies appropriate for application in Years 7-12 classrooms. Reflect critically on how these strategies connect to developmental theories and 21st century educational settings taking into account different socio-cultural backgrounds including Aboriginal and Torres Strait Islander people. Evaluate the ways these strategies can support a Bible-based, Christ-centred worldview.</p> <p>Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p> <p>Word Length/Duration: 1,500 words</p> <p>Weighting: 20%</p> <p>Assessed: Week 7</p>

	<p><b>Task 3: Case Study</b></p> <p>Critically analyse a case study of a student in a Years 7-10 setting. Provide an analysis of the child and discuss the implications for classroom practice, with reference to developmental theories.</p> <p>Note: This assessment is one of a number of pre-identified critical tasks collated during the Master of Teaching program.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 55%</p> <p>Assessed: Week 10</p>			
<b>Assessment alignment</b>	<i>Assessment Task</i>	<i>Learning Outcome</i>	<i>Content</i>	<i>Graduate Teacher Standards</i>
	Task 1	1-3, 7	1-4, 8	1.1-1.6
	Task 2	1-5, 7	1-8	1.1-1.6, 2.4
	Task 3	1-7	1-9	1.1-1.6
<b>Prescribed text(s)</b>	<p>Duchesne, S., McMaugh, A., Bochner, S., &amp; Krause, K. (2013). <i>Educational psychology for learning and teaching</i> (4th ed.). South Melbourne, VIC: Cengage Learning Australia.</p> <p>Selected readings will be available via the Moodle™ site for this unit.</p>			
<b>Recommended readings</b>	<p><b>Curriculum Readings</b></p> <p>Bergin, C., &amp; Bergin, D. (2012). <i>Child and adolescent development in your classroom</i>. USA: Cengage Learning.</p> <p>Fuller, A. (2014). <i>Tricky teens</i>. Melbourne, VIC: Finch Publishing</p> <p>Hattie, J., &amp; Yates, G. (2014). <i>Visible learning and the science of how we learn</i>. New York, NY: Routledge.</p> <p>Jensen, E., &amp; Snider, C. (2013). <i>Turnaround tools for the teenage brain: Helping underperforming students become lifelong learners</i>. San Diego, CA: The Brain Store.</p> <p>Nagel, M. (2014). <i>In the middle: The adolescent brain, behaviour and learning</i>. Camberwell, VIC: ACER Press.</p> <p>Price, K. (Ed.), (2012). <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i>. Port Melbourne, VIC: Cambridge University Press.</p> <p>Van Brummelan, H. (2009). <i>Walking with God in the classroom: Christian approaches to teaching and learning</i>. (3rd ed.). Colorado Springs, CO: Purposeful Design.</p> <p><b>Journals and Periodicals</b></p> <p>Australian Journal of Educational and Developmental Psychology</p> <p>Educational Psychology Review</p> <p>Educational Psychology</p> <p>Journal of Educational Psychology</p> <p>Social Psychology of Education</p>			

	<p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	Nil.

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