



The University of Southern Queensland

## Course specification

### Description: Learners and Learning

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
GDE	3001	51262	1, 2006	WEB	1.00	Toowoomba

**Academic group:**

FOEDU

**Academic org:**

FOEDUC

**Student contribution band:**

National Priority Teaching

**ASCED code:**

070199

### STAFFING

Examiner: Linda Van Dorssen

Moderator: Mary Keeffe

### RATIONALE

Understanding of the learner underpins informed professional decision-making by educators, no matter the age or life stage of the learner. Theories of learning and development offer insights into the behaviour and progress of individual learners, and provide a range of frameworks for analysing learning and development processes. Coupled with an understanding of how learning works, understanding of the similarities and differences between learners and the influence of the contexts within which the learner develops enables teachers to make pedagogic decisions suited to varied circumstances.

### SYNOPSIS

This course provides an introduction to the key concepts related to understanding learners and learning. The course focuses on constructivism as a useful theory of how learning works and on how the key understandings drawn from this theory of learning can be applied in teaching and learning in schools or colleges. Through this course pre-service educators are introduced to basic concepts and developmental issues connected to research and to the skills and strategies of observation necessary for them to apply these ideas in the educational setting to which they are attached. The influence of similarities and differences (in both learners and learning contexts) will be explored in relation to effective educational practice. The course provides for a nominal 7.5 days of professional attachment to an identified school. During this period of attachment students will be immersed in the day-to-day operations of the school and in the work of a teacher, with a particular focus on the connections between that work and the issues covered in this course. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN**

UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## OBJECTIVES

On completion of this course students will be able to:

1. demonstrate knowledge of socio-cultural constructivism and other major learning theories and developmental concepts
2. demonstrate an awareness of the influence of individual difference and ecology on individual learning and development
3. systematically observe to develop an understanding of individual learners
4. relate socio-cultural constructivism to effective teaching practice
5. demonstrate ways in which ICTs can assist in catering for a broad range of learner characteristics
6. demonstrate the application of the principles of quality teaching for diversity in a particular context
7. demonstrate knowledge, understanding and skill in the use of appropriate personal, professional and academic literacies
8. apply an understanding of learners and learning in the professional attachment
9. articulate an example of how the key concepts encountered in this course can be applied in an educational setting.

## TOPICS

	Description	Weighting (%)
1.	How learning works - constructivism and other theories	25.00
2.	How learners develop	25.00
3.	Principles of quality, inclusive teaching and learning	25.00
4.	Applying understandings of learners/learning in pedagogical planning	25.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

GDE3001 USQ resource package.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Berk, L 2005, *Infants and children: prenatal through middle childhood*, Allyn & Bacon, Boston.

Krause, K, Bochner, S & Duschesne, S 2003, *Educational psychology for learning and teaching*, Thomson, Victoria.

McInerney, D & McInerney, V 2002, *Educational psychology: constructing learning*, Prentice Hall, Frenchs Forest.

Peterson, C 2004, *Looking forward through the lifespan: developmental psychology*, 4th edn, Prentice Hall, Frenchs Forest.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Private Study	85.00
Residential Schools	20.00
Workshops	30.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1 - PART 1	20.00	10.00	14 Apr 2006 (see note 1)
PROFESSIONAL ATTACHMENT	50.00	50.00	23 Jun 2006
ASSIGNMENT 1 - PART 2	40.00	40.00	03 Jul 2006 (see note 2)

### NOTES

1. All assessment items will receive a letter grade. Assignment 1 - Part 1: Proposal
2. Assignment 1 - Part 2 : Problem Based Presentation

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the student's responsibility to attend and participate appropriately in the residential school and other scheduled learning activities (such as on-campus workshops and web-based activities) scheduled for them. Students must complete 7.5 days of professional attachment at an identified school site.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least a grade of C- for each assessment item.
- 3 Penalties for late submission of required work:  
Students who fail to submit assignments by the due date without prior approval must apply to the course examiner for deferred assessment. The course examiner will consider each such application on its individual merits.
- 4 Requirements for student to be awarded a passing grade in the course:  
In order to gain a passing grade in the course, students must submit all items of assessment; complete all professional attachment requirements successfully; and attain a passing grade in all items. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment.
- 5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.

- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must dispatch the assignment to the USQ. The onus is on the student to provide proof of the dispatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within 24 hours if required by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet a limited number of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up).
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. The following temporary grade may be awarded: IDM (Incomplete Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All students must successfully pass the professional attachment as well as the academic component to successfully complete the course.
- 10 All assessment items will receive a grade

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational

teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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