



The University of Southern Queensland

## Course specification

This version produced 20 Dec 2007.

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.

Please consult the web for updates that may occur during the year.

### Description: Theories for Learning Futures

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	5602	66003	2, 2007	WEB	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Kaye Cleary

Moderator: Patrick Danaher

### OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

### RATIONALE

People now expect that their learning will continue well beyond the compulsory sector. Learning futures embraces lifelong and life-wide learning. Traditional boundaries between secondary and post-compulsory education are becoming increasingly blurred, as the nexus of discrete and parallel pathways from school to life require the educator to be cognisant of learning needs and learning preferences/styles of adolescents, early adults and mature-aged learners. There is also the recognition of the cycle of 'dipping back' into the various learning contexts as workplace and career evolutions become a catalyst for investigating new opportunities and qualifications. Facilitators of lifelong learning should have a clear understanding of the characteristics of adult learners and the nature of learning processes utilised by them. Such knowledge underpins an individual's capabilities to respond positively to dynamic learning futures.

### SYNOPSIS

Within a framework of contemporary theories of learning, participants in this course will explore and examine concepts of lifelong, life-wide and connected learning. Underpinning these characteristics and imperatives for learning futures lies a diversity of cultural, social and philosophical experiences and expectations. Students will explore issues of multiliteracies, cultural diversity/cultural convergence, inclusivity and sustainability as well as how these impact in pluralist learning environments. This course facilitates students' understandings of how these theories and issues impact on curriculum, instructional strategies, assessment and evaluation. NOTES: 1. This course is available through INTERNET (WEB) DELIVERY ONLY. 2. There are NO print

materials. 3. For details of the technical requirements and accessing Internet study materials, please consult the following URL: <http://www.usqonline.com.au>.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. Upon successful completion of this course students will be able to:

1. articulate the interrelationships between lifelong learning, life-wide learning, and learning futures; (Formal Reflection)
2. apply emerging theories of learning and learning facilitation in the design of learning experiences; (Comparing learning theories; Concept Map)
3. investigate the characteristics and diversity of adolescent and adult learners and the nature of learning processes utilised by them; (Comparing learning theories; Concept Map)
4. design learning experiences that consider cultural diversity/convergence, inclusiveness, sustainability in education and development and repertoires of literate practices; (Issues Paper)
5. identify and analyse implications for teaching practices of interactions between learner characteristics, learning processes and learning tasks in pluralist education settings. (Issues Paper)
6. using a collaborative approach within a critical community of learners, successfully examine issues/trends/relationships in depth (Comparing learning theories; Concept Map; Contributions to learning community).
7. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Issues Paper)

## TOPICS

	Description	Weighting (%)
1.	Lifelong, life-wide, generative and connected learning	25.00
2.	Emerging theories of teaching and learning	35.00
3.	Understanding learning diversity - culture and community	10.00
4.	Considering literate repertoires	10.00
5.	Sustainability	10.00
6.	Implications for adult education and training programs	10.00

## 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).

There are no prescribed texts for this course. Students will be expected to access relevant materials from the course site, supplemented by their research requirements.

## 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.

All recommended reference materials are referred to in the WEB materials.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	80.00
Private Study	45.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
FORMAL REFLECTION	10.00	10.00	11 Aug 2007
COMPARING LEARNING THEORIES	30.00	30.00	01 Sep 2007
CONCEPT MAP	30.00	30.00	29 Sep 2007
ISSUES PAPER	30.00	30.00	20 Oct 2007

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:**  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- Requirements for students to complete each assessment item satisfactorily:**  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- Penalties for late submission of required work:**  
In this course, if students are late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension. If late submissions are accepted, they will attract a penalty of up to 20% of the total marks available for the assignment.
- Requirements for student to be awarded a passing grade in the course:**  
To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.
- 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 marks obtained for each of the summative assessment items in the course.
- 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>.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQOnline for this course.
  - 2 **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.
  - 3 Students enrolling in WEB courses **MUST** have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
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