Unit outline

EDP415 Engaging Diverse Learners

Credit Points: 12
Prerequisite(s): Nil.
Corequisite(s): Nil.
Antirequisite(s): Nil.
Equivalent(s): Nil.
Other
Requisite(s): Nil.
Assumed Knowledge: Nil.
Date: Semester 1 2011
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Disclaimer - Offer of some units is subject to viability, and information in these Unit Outlines is subject to change prior to commencement of the teaching period.

Rationale
Understanding how to develop a supportive learning environment for a diverse range of learners involves an awareness of the processes of learning, and the influences of both individual differences and socio-cultural contexts in personal, social and professional development. This unit requires that you engage with the theoretical and research literature, using a variety of multimodal texts, and that you actively participate in, and reflect upon, a range of learning activities and processes that apply the principles of teaching and learning.

Aim
The aim of this unit is to provide you with an understanding of the principles and practices of teaching and learning in relation to (i) engaging a diverse range of learners (ii) developing the skills of inquiry for teacher as researcher; and (iii) developing the skills needed to become a reflective practitioner.

Learning Outcomes
On completion of this unit, you should be able to:

1. Demonstrate an understanding of diverse backgrounds and characteristics of learners
and how to prepare supportive learning environments to address the individual needs of students (QCT Standard 4 & 7).

2. Identify and use teaching and learning that assist students in their personal, social and moral development to promote positive self-images and empathy with others (QCT Standard 6).

3. Demonstrate a sound fundamental knowledge of personal and professional codes of conduct as a teacher; assist teachers to reflect on their personal teaching practices and recognise opportunities to engage with learning communities and professional networks (QCT Standard 9 & 10).

4. Develop the skills of inquiry and reflection (QCT Standard 10).

Content
The unit includes the following topics: Effective teaching practices, diverse learning approaches, diverse assessment practices, motivation for effective learning, creating supportive learning environments, individual differences in thinking and learning, supporting students with learning difficulties, supporting students at risk, supporting culturally and linguistically diverse students, and personal, social and moral development. This unit explores the construction of supportive learning environments that can assist a diverse range of learners. Tutorial work provides opportunities to implement findings in practical ways that will encourage discussion of issues relevant to creating a supportive school environment. Understanding the roles of teachers, students and their communities in the creation of such learning environments is paramount to discussions.

Approaches to teaching and learning
This unit will focus on preparing teachers to become self-regulated learners. This unit is delivered through a series of tutorials and/or online interactive teaching and through discussion that will assist in the development of specific academic and information literacy skills; skills in independent and collaborative approaches to learning; and will develop experience with a range of multimedia technologies. Learning activities will encourage you to reflect critically on material, to interpret, analyse and synthesise concepts from theory, research and practice, and to apply your learning to educational contexts within your teaching area. Both assessment tasks are designed to assist in developing the personal and professional knowledge and skills needed to engage a diverse range of learners.

Assessment
Assessment in this unit is both formative and summative. Formative assessment will be provided throughout the semester through opportunities for reflection, discussion and feedback, including online discussion, written feedback and self-reflection.

Summative assessment will occur through the development and delivery of an microteaching task (internal students), a research essay (external students) an end of semester exam (both internal and external students).

Feedback
For Internal Students: Formative feedback will be provided through tutorial discussion throughout the semester. Summative feedback will be provided through detailed criteria sheets.

For External Students: Formative feedback will be provided through online tutorial meetings throughout the semester via EDP415 Blackboard wikis. Summative feedback will be provided through detailed criteria sheets.
Assessment Item No. 1
Assessment name: Demonstration
Description: Internal Students. Presentation of a microteaching session based on the one of the areas of content focus.
Length: Equivalent to 2500 words

Relates to learning outcomes: 1, 2 & 4
Weight: 50%
Internal or external: Internal
Group or Individual: Group
Due date: During-Semester

Assessment Item No. 2
Assessment name: Essay
Description: Individual research essay on one of the areas of content focus.
Length: Equivalent to 2500 words

Relates to learning outcomes: 1, 3 & 4.
Weight: 50%
Internal or external: External
Group or Individual: Individual
Due date: During-Semester

Assessment Item No. 3
Assessment name: Examination (written)
Description: Internal and External Students
An end of semester exam.
Length: Equivalent to 2500 words

Relates to learning outcomes: 1, 2 & 3.
Weight: 50%
Internal or external: Both
Group or Individual: Individual
Due date: During-Semester

Academic Honesty
Academic honesty means that you are expected to exhibit honesty and act responsibly when undertaking assessment. Any action or practice on your part which would defeat the purposes of assessment is regarded as academic dishonesty. The penalties for academic dishonesty are provided in the Student Rules. For more information you should consult the QUT Library resources for avoiding plagiarism.

This unit may use the SafeAssign tool in BlackBoard. SafeAssign is a text matching tool that assists students to develop the academic skills required to correctly use and cite reference material as well as to check citations and determine possible instances of plagiarism. You may be asked to use SafeAssign, in which case you will be expected to submit draft and/or final versions of one or more assignments and may be asked to answer a short online survey about the tool. Using SafeAssign does not constitute formal submission of an assignment. Your Unit Coordinator will provide detailed information on how the software will be used for individual assignments. The use of the tool is for educative purposes and is entirely voluntary.

Resource Materials
Required textbook
Risk Assessment Statement
There are no out-of-the-ordinary risks associated with the general conduct of this unit.
Workplace health and safety protocols in relation to computer use will apply.

Last Modified: 24-JAN-2011