

## UNIT OUTLINE FOR EDM121.9 Learning Environments

<b>Name of Unit 1 (Unit Code 1)</b>
Learning Environments (EDM121.9)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

Associated higher education awards	Duration	Level	Unit Coordinator
Master of Education	One semester	Advanced	Dr Francis Ben

#### Core or elective unit

Indicate if the unit is a

- core unit  
 elective unit  
 other (please specify below):

#### Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
12 credit points	96 credit points

#### Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support:   0   hours per week

#### Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes     No

## SECTION 2 – ACADEMIC DETAILS

## Brief description of the content of the unit

This unit explores various learning environments and their historical underpinnings and characteristics, with a view to establishing their effectiveness. Constructivist learning and student-centred teaching are a focus. Opportunity to critically analyse and evaluate current learning environments is offered, allowing students to consider their own research and professional interests in a local context. This unit is designed to support independent study. Opportunity for collaborative learning through online discussions is also provided.

## Learning outcomes for the unit

1. Identify and discuss the key contributors to effective learning environments, including their historical and theoretical origins;
2. Critically evaluate types of learning environment and identify their strengths and weaknesses;
3. Review and synthesise literature highlighting effective learning environments, including their implementation strategies;
4. Plan for the implementation of contemporary learning environment change within a chosen educational setting.

## Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
History of a learning environment (2500 words) Students are expected to identify, review and discuss the history of a chosen learning environment. Students should write a critical discussion regarding the history of that learning environment, and how it has influenced current education contexts both broadly and in local contexts. The use of relevant books, articles and scholarly websites is expected.	1, 2	Week 7	25%
Summary of research (3000 words) Students are expected to write a coherent, critical discussion which <i>highlights significant research into significant and effective Learning Environments</i> . The discussion should explain how this body of research validates the particular Learning Environments and contributes to knowledge and understanding about their implementation. Journal research articles should be the main focus, complemented by wider research as applicable. Students can select learning environments of interest.	2, 3	Week 11	30%
Action plan (4500 words) Students are required to draft an <b>Action Plan</b> detailing the implementation of contemporary learning environment change on an educational setting of choice. An evaluation of the current chosen environment, rationales for change (based upon informed awareness of research and knowledge of the chosen learning setting), proposed strategies for change and plans for their implementation, should all be included. <b>Critical awareness of possibilities and limitations for change should be evident in the overall discussion</b> . The Action Plan may be structured in sections with plans, charts, graphs or any other information presentation tools as appropriate.	1, 2, 3, 4	Week 14	45%

## 2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

### Prescribed reading:

### Recommended reading:

- Allen, J. & White, S. (Eds.). (2017). *Learning to teach in a new era*. Cambridge.
- Archer, A. & Hughes, C. (2011). *Explicit instruction: effective and efficient teaching*. New York: The Guilford Press.
- Bower, M. (2017). *Design of Technology-Enhanced Learning: Integrating Research and Practice*. United Kingdom: Emerald Publishing Ltd.
- Crowther, I. (2016). *Creating Effective Learning Environments*. Ontario, Canada: Nelson Education Ltd.
- De Nobile, J., Lyons, G. & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms*. Boston, MA: Cengage.
- Dewey, J. (1964). *John Dewey on Education: selected writings*. London: University of Chicago Press.
- Freire, P. (1997). *Pedagogy of the heart*. New York: Continuum.
- Harrison, N. & Sellwood, J. (2016). *Learning and teaching in Aboriginal and Torres Strait Islander Education*. Oxford University Press.
- Lodge, J. M., Kennedy, G., & Lockyer, L. (2020). Digital learning environments, the science of learning and the relationship between the teacher and the learner. In A. Carroll, R. Cunnington, & A. Nugent (eds.), *Learning under the lens: Applying findings from the science of learning to the classroom*. CRC Press.
- Palmer, P. J. (2017). *The courage to teach: exploring the inner landscape of a teacher's life*. Wiley.
- Palmer, P. (2007). *The courage to teach*. San Francisco: Jossey Bass.
- Ritchhart, R. (2015). *Creating cultures of thinking*. Jossey-Bass.
- Ritchhart, R. & Church, M. (2020). *The power of making thinking visible*. Jossey-Bass.
- Schiro, M. (2013). *Curriculum theory: conflicting visions and enduring concerns* (2<sup>nd</sup> ed.). Los Angeles: SAGE.
- Wadham, B., Pudsey, & Boyd, R. (2007). *Culture and Education*. New South Wales: Pearson

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### Journal articles

- Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID19. *Journal of Education and e-Learning Research*, 7(3), 285-292.
- Boschman, F., McKenney, S., & Voogt, J. (2015). Exploring teachers' use of TPACK in design talk: The collaborative design of technology-rich early literacy activities. *Computers & Education*, 82, 250-262.
- Clark, R., Kirschner, P., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *American Educator*, Spring.
- Elen, J., Clarebout, G., Leonard, R., & Lowyck, J. (2007). Student-centred and teacher-centred learning environments: what students think. *Teaching in Higher Education* 12 (1) 105-117.
- Voogt, J., Erstad, O., Dede, C. & Mishra, P. (2013). Challenges to learning and schooling in the digital networked world of the 21<sup>st</sup> century. *Journal of Computer Assisted Learning*, 29(5), 403-413.
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