

## UNIT OUTLINE FOR EDU131.5 Curriculum Understandings

<b>Name of Unit 1 (Unit Code 1)</b>
Curriculum Understandings (EDU131.5)

### SECTION 1 – GENERAL INFORMATION

#### Administrative details

<b>Associated higher education awards</b>	<b>Duration</b>	<b>Level</b> <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	<b>Unit Coordinator</b> <i>(incl. academic title)</i>
Bachelor of Education	One semester	1 <sup>st</sup> year	Head of Program

#### 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).

<b>Unit credit points</b>	<b>Total course credit points</b>
6 credit points	192 credit points

#### Student workload

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

<b>No. timetabled hours per week</b>	<b>No. personal study hours per week</b>	<b>Total workload hours per week</b>
3	7	10

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

If **YES**, provide details of the prerequisite or co-requisite requirements below.

## SECTION 2 – ACADEMIC DETAILS

## Brief description of the content of the unit

- Defining curriculum: null, hidden; planned, enacted, experienced; formulating definitions to apply in curriculum planning; “student behaviour management” and curriculum.
- Curriculum components: content, learning activities and strategies, resources; rationale, outcomes and objectives, assessment; [situational analysis, evaluation]; integration of components.
- The social contexts of curriculum construction: The school community curriculum and its stakeholders; National goals of schooling, system and school philosophies, including approaches to Christian schooling; ensuring equity for all students; curriculum priorities and social contexts.
- Australian Curricula and curriculum planning models: theory and practice of planning; from global guidelines to unit outlines and unit of work plans; adapting and using curriculum document key elements.
- Assessment, evaluation and school review.

## Learning outcomes for the unit

1. Explain various philosophical perspectives on education and curriculum components, and the resulting issues facing schools.
2. Describe the relationship between the components of a curriculum framework.
3. Design learning (unit plan, lesson plan, assessment, and outcomes) using recognised curriculum framework/s.
4. Evaluate teaching and learning plans, and planning processes.

## Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
<b>Research summary</b> Summary of two topics (differentiation, values of assessment, the hidden curriculum) (1,200 words)	1	S1 Week 6	30%
<b>Assessment task development:</b> Design an assessment task and accompanying learning outcomes. Discuss the levels of thinking that are promoted through the assessment task and the assessment evidence that a teacher would look for. (1,500 words)	2,3,4	S1 Week 9	30%
<b>Unit plan and critical reflection</b> Design a unit and lesson plan. Reflect on the effectiveness of this plan in line with the educational theories explored in the unit. (1,800 words)	2,3,4	S1 Week 14	40%

## 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:

Brady, L., & Kennedy, K. (2018). *Curriculum Construction* (6th ed.). Pearson Australia.

### Recommended reading:

Australian Curriculum, Assessment and Reporting Authority (n.d.). *The Australian Curriculum*.

<https://www.australiancurriculum.edu.au/>

Ewing, R. (2013). *Curriculum and assessment: storylines* (2nd ed.). Oxford University Press.

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2015). *Teaching challenges and dilemmas*. (5th ed.). Thomson.

Killen, R. (2013). *Effective teaching strategies: lessons from research and practice* (6th ed.). Cengage Learning Australia.

Male, B. (2012). *The primary curriculum design handbook: preparing our children for the 21st century*. Continuum International Publishing Group

Marsh, C. (2009). *Key concepts for understanding curriculum* (4th ed.). Routledge.

Marsh, C., Clarke, M., & Pittaway, S. (2016). *Marsh's becoming a teacher* (7th ed.). Cengage Learning.

McTighe, J. (2013). *Essential questions: opening doors to student understanding*. Association for Supervision and Curriculum Development.

McTighe, J., & Willis, J. (2019). *Upgrade your teaching: understanding by design meets neuroscience*. Association for Supervision and Curriculum Development.

Walsh, J. A., and Sattes, B. D. (2015). *Questioning for classroom discussion: purposeful speaking, engaged listening, deep thinking*. ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Association for Supervision and Curriculum Development.

Wiggins, G., McTighe, J., & Wiggins, G. (2012). *The Understanding by design guide to advanced concepts in creating and reviewing units*. Association for Supervision and Curriculum Development.