

UNIT OUTLINE FOR EDU132.7 Literacy and Numeracy Methods

Name of Unit
Literacy and Numeracy Methods (EDU132.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

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

Unit credit points	Total course credit points
6 credit points	192 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	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

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit introduces literacy and numeracy as life skills, and examines pedagogy associated with the literacy and numeracy inherent across the Primary / Secondary Learning Area curriculum. Evidence-based strategies to enhance Primary learning outcomes are investigated.

Learning outcomes for the unit

1. Critically review research literature on literacy/numeracy development with application to curriculum planning and pedagogy across the Primary or Secondary curriculum.
2. Identify opportunities across the curriculum and critically reflect on positive learning approaches and strategies for teaching literacy skills in multimodal contexts to enhance learning for a diverse range of Primary or Secondary students.
3. Identify opportunities across the curriculum and critically reflect on strategies for teaching or applying numeracy skills in varied contexts to enhance learning for a diverse range of Primary or Secondary students.
4. Collect and analyse relevant data to plan practical intervention to support learning of literacy/numeracy skills in chosen Primary or Secondary curriculum areas.

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Research paper: Literacy 2000 words	1,2	S2 Week 5	40%
Research paper: Numeracy 1500 words	1, 3	S2 Week 10	30%
Report: data collection and application 1500 words	2, 3, 4	S2 Week 14	30%

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:

Antonacci, P., O'Callaghan, C. & Berkowitz E. (2015). *Developing Content Area Literacy: 40 strategies for middle and secondary classrooms* (2nd ed.). Sage.

Recommended reading:

Ashman, A.F. (2019). *Education for inclusion and diversity* (A. F. (Adrian F.. Ashman, Ed.; 6th edition.). Pearson Australia.

Barton, G. & Woolley, G. (2017). *Developing Literacy in the Secondary Classroom*. SAGE Publications Ltd.

Booker, G. (2021) *Building Numeracy: From assessment to Conceptual Understanding and Fluency* (2nd ed.). Oxford

Goos, M., Geiger, V., Dole, S., Forgasz, H. & Bennison, A. (2019). *Numeracy Across the Curriculum: Research-based strategies for enhancing teaching and learning*. Allen & Unwin.

Hattie, Fisher, D., & Frey, N. (2017). *Visible learning for mathematics, grades K-12 : what works best to optimize student learning*. Corwin.

Housden, E. (2018). *Senior Text types: A writing guide for students* (3rd ed.). Farr Books

Kane, S. (2018). *Literacy and Learning in the Content Areas* (4th ed.). Taylor & Francis.

Morgan, A., Comber, B., Freebody, P. and Nixon, H. (2014). *Literacy in the Middle Years: Learning from collaborative classroom research*. PETAA.

Morrow, & Gambrell, L. B. (2019). *Best practices in literacy instruction* (Morrow & L. B. Gambrell, Eds.; Sixth edition.). The Guilford Press.

Townsend, A. & Quill, A. (2014). *Senior Text types: A writing guide for students*. (2nd ed.) Farr Books.