

UNIT OUTLINE FOR EDU132.9 Literacy and Numeracy Methods

Name of Unit
Literacy and Numeracy Methods (EDU132.9)

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>
Master of Teaching	One semester	1 st 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	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	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

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

This unit consolidates literacy and numeracy as life skills and offers opportunity for Master of Teaching preservice teachers to critically evaluate pedagogy associated with the literacy and numeracy inherent across the Primary and Secondary Learning Areas curriculum. Evidence-based strategies to enhance learning outcomes are investigated and applied.

Learning outcomes for the unit

1. Critically evaluate research literature on literacy/numeracy development with application to curriculum planning and pedagogy across the Primary or Secondary curriculum.
2. Investigate opportunities across the curriculum and critically justify positive learning approaches and strategies for teaching literacy skills in multi-modal contexts to enhance learning for a diverse range of Primary or Secondary students.
3. Investigate opportunities across the curriculum and critically justify strategies for teaching or applying numeracy skills in varied contexts to enhance learning for a diverse range of Primary or Secondary students.
4. Analyse and interpret 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 Evaluate the importance of literacy skills for successful learning (in Primary/Secondary learning area). Evaluate strategies to support students with a diverse range of literacy competence. 2400 words	1,2	S2 Week 5	40%
Research paper: Numeracy Critically review research papers, identifying strategies for embedding numeracy across the curriculum. 2400 words	1, 3	S2 Week 10	40%
Report and oral presentation: data collection and application Evaluate literacy and numeracy strategies on student academic and wellbeing outcomes 1200 words	2, 3, 4	S2 Week 14	20%

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:

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

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.

Recommended reading:

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

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

Boon, Bowman-Perrott, L., & Burke, M. D. (2020). *Literacy instruction for students with emotional and behavioral disorders : research-based interventions for classroom practice* (Boon, L. Bowman-Perrott, & M. D. Burke, Eds.). Information Age Publishing, Incorporated.

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.

Parkin, & Harper, H. (2019). *Teaching with intent 2: literature-based literacy teaching and learning*. Primary English Teaching Association Australia PETAA.

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