UNIT OUTLINE FOR EDU242.7 Pedagogy C Critical Pedagogies

Name of Unit 1 (Unit Code 1)
Pedagogy C Critical Pedagogies (EDU242.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level *(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)*	Unit Coordinator *(incl. academic title)*
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

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

Pre-requisite: EDU241.5 Pedagogy B Reflective Teacher Practices; EDU244.5 Initial Teaching Experience B

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SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit
This unit engages preservice teachers in philosophical and critical pedagogical concepts and frameworks within which to develop teacher identity. This unit aims to develop preservice teachers' critical understandings of meaningful learning, so they can develop critical methodologies to empower learners. Knowledge and understandings gained in this unit will be applied to contemporary classroom scenarios, and preservice teachers' planning for the Teacher Performance Assessment (TPA) during Internship Professional Practice Experience.

Learning outcomes for the unit
1. Explain concepts of authentic teaching and meaningful learning.
2.   Establish a professional teaching framework based on personal understandings of philosophical theories in relation to education.
3. Research a range of contemporary critical pedagogies in relation to effective student learning.
4. Demonstrate critical explanation, dialogue and data analysis skills.

Assessment tasks			
Type	**Learning Outcome/s assessed**	**When assessed – year, session and week**	**Weighting**
Annotated Infographic meaningful learning 800 words	1, 4	S1 Week 6	15%
Reflective framework 1700 words	1,2,3,4	S1 Week 9	35%
Academic paper- discuss ways in which critical pedagogies enable transformational and deep learning 2500 words	1,3,4	S1 Week 14	50%

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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:

Freire, P. (2000). *Pedagogy of the oppressed* (10th Anniversary edition). Continuum.

Recommended reading:

Knight, G, R. (2006). *Philosophy & Education. An introduction in Christian perspective* (4th ed.). Andrews University Press.

Reference texts or bibliography:

Blannin, J. (2022). *Beginning teaching with digital technologies*. SAGE.

Bower, M. (2017). *Design of technology-enhanced learning: integrating research and practice*. Emerald Publishing.

Brookfield, D. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass.

Brown, R.M. (1993). *Liberation Theology. An Introductory Guide*. Westminster/John Knox Press.

Eggen, P., & Kauchak, D. (2015). *Educational Psychology: Windows on classrooms* (10th ed.). Pearson.

Gutierrez, G., (2001). *A Theology of Liberation*. SCM Press.

Henderson, M., & Romeo, G. (2016). *Teaching and digital technologies: Big issues and critical questions*. Cambridge University Press.

Howell, J. & McMaster, N. (2022). *Teaching with technologies: Pedagogies for collaboration, communication and creativity* (2nd ed.). Oxford University Press.

Howie, G. (1969). *St. Augustine on Education*. Regnery.

Jensen, J., & Miller, L. (Eds.). (2009). *Questions that matter: An invitation to Philosophy* (6th ed.). McGraw-Hill

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

McLaren, P. (2015). *Life in Schools. An Introduction to Critical Pedagogy in the Foundations of Education.* Routledge.

Mehta, J., & Fine, S. (2019). *In Search of Deeper Learning*. Harvard University Press.

Palmer, P.J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life* (20th Anniversary ed.). John Wiley & Sons Inc.

Price, T. (2019). *An investigation of teacher understandings of justice in the context of evangelical Christian schooling.* Thesis (Doctor of Education). University of South Australia.

Robinson, K. (2015*). Creative Schools. Revolutionizing Education from the Ground Up*. Penguin.

Sire, J.W (2015). *Naming the elephant*. *Worldview as a concept*. IVP.

Wolterstorff, N. (2002). *Educating for Life. Reflections on Christian Teaching and Learning*, edited by Gloria Goris Stronks and Clarence W. Joldersma. Baker Academic.

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