



1. General Course Information

1.1 Course Details

Course Code:	1499EDN
Course Name:	Understanding Lifelong Learner
Trimester:	Trimester 1, 2021
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Dr Debbie Cotterell
Document modified:	23 February 2021

Course Description

This course is one of a suite of courses focussed on the foundations of teaching and becoming a teacher. There will be an emphasis throughout on contemporary research and theories that describe human learning and development relevant to understanding the learning needs and characteristics of children within primary and secondary school settings. We foreground current knowledge of physical, social, emotional, and cognitive development, and consider how sociocultural factors can shape individual development in various ways. The course builds an integrated knowledge base from which to understand yourself as a learner and how students in your care will learn, and the implications for effective teaching practice to support the diverse needs of your students.

This course is presented through on-campus and online learning modes. Face-to-face Learning Experiences are supported by online learning content and learning activities.

Learning Content is recorded and made available online through the course site via the Digital Campus, however, attendance at on campus lectures is highly recommended (if possible, according to your circumstances). You are expected to view Learning Content recordings and complete any relevant activities prior to your weekly Learning Experience. Engagement in all learning tasks is expected.

In order to be considered for a pass overall and in order to successfully complete this course you must reasonably attempt all assessment items and achieve at least 50% across the course. To be highly successful in this course it is recommended that you participate in and complete all the learning modules and be actively engaged in class.

Assumed Knowledge

This is a core first year course and has no pre-requisite, co-requisite or prior-assumed course requirements

1.2 Teaching Team

Your teacher can be contacted via the email system on the portal.

Name	Email
Dr Debbie Cotterell	debbie.cotterell@griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the course Site.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to develop preservice teachers' knowledge and awareness of:

- the lifelong learning concepts and conceptions;
- the physical, social, emotional and cognitive development of primary and secondary students and how these may affect learning and behaviour in classroom settings;
- contemporary research and theories about how students learn;
- how individual and sociocultural factors can shape individual development and the learning process;
- the implications for learning and teaching practice of students with diverse learning needs.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Define the term lifelong learning.
2. Describe the physical, social, emotional and cognitive development and characteristics of primary and secondary students and explain how these characteristics affect learning.
3. Explain, by drawing on a range of learning theories, how students learn and the implications for teaching.

4. Critically reflect on course content to discuss how key learnings might influence the development of preservice teachers' professional identity.
5. Explain how diverse characteristics of students, and sociocultural factors can influence how students learn and discuss strategies that support inclusive student participation and engagement in classroom activities.



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓		
Social responsibility and ethical awareness		✓		
Cultural competence and awareness in a culturally diverse environment		✓		



3. Learning Resources

3.1 Required Learning Resources

Details of your Required Learning Resources will be made available via MyStudy on the Griffith College Portal.

3.2 Recommended Learning Resources

Students are strongly encouraged to purchase the e-book or hard copy of the required text: Duchesne, S., & McMaugh, A. (2019). *Educational psychology for learning and teaching* (6th ed). Cengage.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled Learning Experiences (class) times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and/or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

To enhance your learning, you need to prepare before participating in the learning experiences: absorb the learning content and complete the learning tasks that are provided online before you attend the scheduled learning experiences. Make sure that you complete the learning activities set each week; they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring a concern to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time'. You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in modules. In each module you will find the learning content, learning experiences and learning activities. Actively working your way through these course learning materials together with your teacher will prepare you to succeed when completing the evidence of learning tasks (assessments).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information for your evidence of learning (assessment) tasks beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities



	Learning Content 	Learning Experiences 	Learning Activities 	Evidence of Learning 	Learning Outcome
Module 1: Introduction to Lifelong Learning					
Week 1	<i>Introduction to Lifelong Learning.</i> <i>Reading: Chapter 1 (Duchesne & McMaugh, 2019)</i>	<i>An introduction to lifelong learning & reflective practice: concepts and conceptions. Introduction to the brain.</i> <i>Icebreakers.</i> <i>Evidence of Learning Overview.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		1
Module 2: Learner Development					
Week 2	<i>Physical Development: Complete Study Guide.</i> <i>Reading: Chapter 2 (Duchesne & McMaugh, 2019)</i>	<i>Physical development activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		2
Week 3	<i>Cognitive Development; Complete Study Guide.</i> <i>Reading: Chapter 3 (Duchesne & McMaugh, 2019)</i>	<i>Cognitive development activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		2
Week 4	<i>Social & Emotional Development; Complete Study Guide.</i>	<i>Social & emotional development activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		2

	<i>Reading: Chapter 4 (Duchesne & McMaugh, 2019)</i>	<i>Online Quiz Revision.</i>			
Week 5	<i>LLL and Development Summary; Complete Study Guide.</i>	<i>Learner development overview.</i> <i>Introduction to the Poster and Underlay.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>	Online Quiz due Friday 5pm, worth 20%	1, 2, 4
Module 3: The Learning Process					
Week 6	<i>Humanist Views; Complete Study Guide.</i> <i>Reading: Chapter 7 (Duchesne & McMaugh, 2019)</i>	<i>Humanist views of learning activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment;</i>		3, 5
Week 7	<i>Cognitive Views; Complete Study Guide.</i> <i>Readings: Chapter 6 (Duchesne & McMaugh, 2019)</i>	<i>Cognitive views of learning activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		3, 5
Week 8	<i>Behavioural Views; Complete Study Guide.</i> <i>Reading: Chapter 5 (Duchesne & McMaugh, 2019)</i>	<i>Behavioural views of learning activities.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>	Part I: Poster due Monday 9am, worth 30%	3, 5
Module 4: Introduction to Creating Environments for Inclusive Classrooms					
Week 9	<i>Bringing the Learning Theories into the Classroom; Complete Study Guide.</i>	<i>Creating Environments for Inclusive Classrooms;</i> <i>Preparing for the Interactive Oral Examination.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>	Part II: 500 word Underlay due Monday 9am, worth 20%	3, 4, 5
Week 10	<i>Bringing the Learning Theories into the Classroom.</i>	<i>Creating Environments for Inclusive Classrooms;</i> <i>Preparing for the Interactive Oral Examination.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i>		3, 4, 5
Week 11	<i>Course Summary and Reflection.</i>	<i>Interactive Oral Examination preparation and techniques.</i>	<i>Weekly Learning Activity related to the weekly topic & developing your assessment.</i> <i>Preparation for the Interactive Oral Examinations.</i>		3, 4, 5
Week 12	<i>No new Learning Content this week.</i>	<i>Interactive Oral Examinations.</i>		Interactive Oral Examination due in Week 12 and 13, worth 30%	3, 4, 5

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning Outcome	 Due Date
1	Online Quiz	20%	1, 2	Week 5 due at 5pm Friday
2	Poster and Underlay	50%	2, 5	Part I: Poster (30%) due Week 8 Monday at 9am; Part II: 500-word Underlay (20%) due Week 9 Monday at 9am
3	Interactive Oral Examination	30%	3, 4, 5	Weeks 12 and 13

5.2 Evidence of Learning Task Detail

Assessment Details

Title: Online Quiz

Learning Outcomes Assessed: 1, 2

Due Date: Week 5 Friday @ 5pm

Weight: 20%

Task Description:

This assessment is an open book online quiz.

The test has 20 multiple choice questions.

Questions will be selected from a randomised sample.

The quiz will be open for one week and students will have one attempt to complete the quiz.

It is expected the quiz will take no more than 45 minutes to complete and students should be able to successfully respond to the questions using prepared notes collated during learning activities in Weeks 1-4.

Criteria & Marking:

This quiz will test your knowledge and understanding of development during childhood and adolescence covered in Weeks 1-4. These areas include brain, physical, social and emotional and cognitive development.

You have one attempt to complete this quiz.

Late attempts will incur the late penalty.

Submission: Via the 'Evidence of Learning' tile in Moodle

Title: Poster and Underlay

Learning Outcomes Assessed: 2, 5

Due Date: Part I: Poster (30%) due Monday Week 8 at 9am; 500-word Underlay (20%) due Week 9 Monday at 9am

Weight: 50%

Word Count: Images + 500 words

Task Description:

The poster + 500 words will illustrate the interconnected nature of cognitive, social, emotional, and physical development of a "typically developing" student. Gender, family background, SES, and age of the student is to be clearly communicated on the poster. The potential influences of these factors will be discussed in the justification underlay.

Criteria & Marking:

The following criteria will be applied when marking:

- Select and communicate content appropriate and relevant for the topic.
- Examine and connect relevant influences for the topic.
- Application of content to an intended audience demonstrated through the design and appearance of the poster.

Submission: Via Turnitin in the 'Evidence of Learning' tile in Moodle.

Title: Interactive Oral Examination

Learning Outcomes Assessed: 3, 4, 5

Due Date: Examination Period

Weight: 30%

Task Description:

This is an oral examination. The exam dates will be in weeks 12 and 13. Students are responsible for booking their own slot once the booking sheet is made available.

Drawing on the learning theories encountered in the course, students will respond in an online conversation to a scenario using the artefact from Evidence of Learning # 2 as a basis for the conversation. The response will include a synthesised, critical analysis of the scenario and incorporate key ideas from relevant learning theories encountered during the course.

Preservice teachers will also reflect on learning from the course in relation to the development of their professional identity and practice.

Criteria & Marking:

- **Knowledge, understanding and application:**

Discuss various learning theories and describe relevant strategies to facilitate the student's participation, engagement and learning. Responses are convincing in relation to the developmental and learning needs of the case study student and are communicated persuasively and in a professional manner within an authentic scenario.

- **Application of reflective thinking and self-reflection**

Connect learning to own emerging professional identity. Responses are convincing in relation to course learning and engagement.

- **Overall Organisation, Communication and Flow:**

Ability to identify and cohesively respond to a topic in a professional manner within an authentic scenario. Quality of crafted responses uses appropriate vocabulary and delivery is relevant to the context.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances

and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - [Policy Library](#) - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the course site and made available to students through the course site.
4. The sum of your marks of evidence of learning items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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