



1. General Course Information

1.1 Course Details

Course Code:	1799EDN
Course Name:	Foundations of Curriculum, Pedagogy and Assessment
Trimester:	Trimester 2, 2022
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Dr Monika Krajcovicova
Document modified:	22 June 2022

Course Description

This course is one of a suite of courses focused on the foundations of teaching and becoming a teacher. Students will identify, examine, apply, and evaluate the principles and practices of curriculum design, programming, and the selection of pedagogical strategies for quality teaching and learning. The course emphasises theory/practice connections and balances internationally recognised theoretical principles with practical, constructive applications.

This course develops students' capacity to understand the structure of the Australian curriculum and use it to plan to teach and assess student learning. The course focuses on links between assessment and learning, and how to gather and analyse evidence of student learning for formative and summative purposes. The course is underpinned by current research and theories around educational alignment and assessment for learning.

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 learning experiences 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 evidence of learning tasks 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 Monika Krajcovicova	monika.krajcovicova@staff.griffithcollege.edu.au
Dr Tammy Somerwil	tammy.somerwil@staff.griffithcollege.edu.au
Dr Jos de Schepper	jos.deschepper@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your 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 devices such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and a headset including a microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to develop students' knowledge and awareness of:

- how curriculum, pedagogy and assessment operate so that effective learning can occur
- skills in reading the Australian Curriculum and using it to plan to teach and assess student learning
- a range of important educational concepts such as 'evidence-based teaching', 'assessment for learning' and 'educational alignment' as foundations for professional practice



2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Apply strategies for assessing student learning and providing feedback that moves the student forward.
2. Understand how to read the Australian Curriculum to make comparisons between different learning areas and explain the implications for classroom teaching.
3. Design assessment instruments based on the principles of educational alignment.
4. Plan to teach by creating alignment between teaching and learning pedagogical frameworks and evidence of student learning.









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

Marsh, C.J., Clarke, M, & Pittaway, S. (2014). *Marsh's Becoming a Teacher (6th ed.)*. Pearson Education Australia.

Killen, R. (2015). *Effective Teaching Strategies: Lessons from Research and Practice (5th ed.)*. Cengage Learning Australia.

Both of these are available to read online via the Griffith Library.

3.2 Recommended Learning Resources

Details of any other recommended Learning Resources will be made available via MyStudy on the Griffith College Portal.

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.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [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

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure 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 some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled 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.

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 via 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 on the course site. The learning materials are arranged in Modules. In each Module, you will find Learning Content, Learning Experiences and Learning Activities. Learning Content will be engaged with prior to the scheduled Learning Experience (your weekly class). This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. Learning Activities are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 to evidence your learning 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%, students are engaged in their learning 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 your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

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 CURRICULUM, PEDAGOGY AND ASSESSMENT					
Week 1	Introduction to Curriculum, Pedagogy and Assessment Readings: 1. Chapter 1 (Marsh, Clarke & Pittaway, 2014); Online Reading (Dweck, 2015). 2. Dweck, C. (2015). Teachers' Mindsets: "Every student has something to teach me"	Foundation of Curriculum, Pedagogy and Assessment Teaching and Teachers' Mindsets	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1
MODULE 2: FOUNDATION OF CURRICULUM					
Week 2	Understanding Curriculum Readings: 1. Chapter 1 (Killen, 2014); 2. Chapter 5 (Marsh, Clarke & Pittaway, 2014).	The Australian Curriculum (F-Year 12) The Australian Curriculum Website The Australian Curriculum Framework	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		2
Week 3	Curriculum Implications Readings: 1. Chapter 6 (Marsh, Clarke & Pittaway, 2014); 2. ACARA, Australian Curriculum: Learning Areas.	Curriculum Implications for Teachers	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		2
Week 4	Curriculum Application and Practice Reading: ACARA, Australian Curriculum: Learning Areas. (F-Year 12).	Comparing Curriculum	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		2
Week 5	Assessment 1: Comparing Curriculum Reading: ACARA, Australian Curriculum (F-Year 12).	Assessment 1 Support (Q&A)	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.	Assessment 1 11 August 2022, 23:59 40%	2
Mid-Trimester Break, 8 - 12 August 2022					
MODULE 3: FOUNDATION OF PEDAGOGY					
Week 6	Understanding Pedagogy Readings: 1. Chapter 2 (Killen, 2014); 2. Chapter 11 (Marsh, Clarke & Pittaway, 2014).	Effective Teaching and Learning	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		4
Week 7	Planning to Teach Readings: 1. Chapter 4 (Killen, 2014);	Designing Lesson Plans	Weekly Learning Activity related to the weekly topic & developing your		4

	2. Chapters 7 & 9 (Marsh, Clarke & Pittaway, 2014).		Evidence of Learning Task.		
Week 8	Project-Based Learning Reading: Chapter 9: Project-Based Learning. In: Sisson, Diana, and Betsy Sisson. Re-Envisioning the Literacy Block : A Guide to Maximizing Instruction in Grades K-8, Taylor & Francis Group, 2015. ProQuest Ebook Central, https://ebookcentral-proquest-com.libraryproxy.griffith.edu.au/lib/griffith/detail.action?docID=2194944 .	Project-Based Learning Plan	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1, 4
MODULE 4: FOUNDATION OF ASSESSMENT					
Week 9	Assessing Student Learning Reading: Chapter 17 (Marsh, Clarke & Pittaway, 2014).	Assessment Types Assessment 2: Project-Based Learning Plan	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1, 2, 3, 4
Week 10	Assessment Techniques Reading: Chapter 17 (Marsh, Clarke & Pittaway, 2014).	Record-keeping and Reporting	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1, 2, 3, 4
Week 11	Principles of Backward Design Reading: Wiggins, G., & McTighe, J. (2005). Chapter 1: Backward Design. pp. 13-34. Click for more options Chapter 1: Backward Design. pp. 13-34. - Alternative Formats. In: Understanding by Design (expanded 2nd edition).	Designing and Developing the Project	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		3
Week 12	Assessment 2: Project-Based Learning Plan	Assessment 2 Support (Q&A)		Assessment 2: 6 October 2022, 23:59 60%	1, 2, 3, 4

5. Evidence of Learning (Assessment Plan)



5.1 Evidence of Learning Summary

	 Evidence of Learning	 Weighting	 Learning Outcome	 Due Date
Modules 1, 2				
1	Research based Assignment COMPARING CURRICULUM	40%	1, 2,	Thursday 11 August 2022, 23:59
Modules 3, 4				
2	Practice-based Assignment PROJECT-BASED LEARNING PLAN	60%	1, 3, 4	Thursday 6 October 2022 23:59

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Comparing Curriculum (40%)

Task Type: Research-based Assignment
Due Date: Thursday, 11 August 2022, 23:59
Weight: 40%, Marked out of 40
Length: 1,500 words

Task Description:

In this Evidence of Learning task, you will:

1. Compare the structure and content of the Australian Curriculum for two different learning areas.
2. Record your findings on a template provided.
3. In the same template, you will write about the findings from your comparison commenting on any significant differences between the learning areas and discussing these in terms of their implications for teaching.

This Evidence of Learning task:

- is an individual activity
- may be available for resubmission due to extenuating circumstances (the Course Coordinator will consult with the Program Convenor on a case-by-case basis)

Criteria & Marking:

- Comparison of the curriculum for two learning areas (F-Year 12)
- Implications outline of differences in the curriculum for teaching and learning
- Communication of ideas about the curriculum.

Submission: Text Matching Tool - Turnitin. Online via Turnitin

2. Evidence of Learning Task 2: Project-based Learning Plan (60%)

Task Type: Practice-based Assignment
Due Date: Thursday, 6 October 2022, 23:59
Weight: 60%, Marked out of 60
Length: 2,000 words

Task Description:

In this Evidence of Learning task, you will design a plan for implementing "Project-based Learning" by applying the principles of backward design. The plan will include a summative Evidence of Learning Task instrument that

aligns with the relevant curriculum content, a guiding question to engage you in the learning activities and a project plan for implementing the curriculum.

Detailed information about how to successfully complete this Evidence of Learning task with the supportive template will be available on the course site under the "Evidence of Learning" file.

This Evidence of Learning task:

- is an individual activity
- may be available for resubmission due to extenuating circumstances (the Course Coordinator will consult with the Program Convenor on a case-by-case basis)

Criteria & Marking:

- Evidence of Learning Task design.
- Ability to devise a plan that demonstrates educational alignment.
- Communication of ideas and decisions about teaching, learning and Evidence of Learning Task.
- Assessment must be attempted in order to pass the course

Submission: Text Matching Tool - Turnitin. Online via Turnitin

In order to pass this Course, students must:

A. Achieve a 50% passrate across the course

B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An evidence of learning task 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 by 5% of the maximum mark applicable for the task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. 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 tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks 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 Evidence of Learning Tasks-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](#)

Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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