1. General Course Information

1.1 Course Details

Course Code:	**1499EDN**
Course Name:	**Understanding Lifelong Learner**
Trimester:	**Trimester 1, 2023**
Program:	Diploma of Educational Studies
Credit Points:	10 CP
Course Coordinator:	Debbie Cotterell
Document modified:	13 January 2023

Course Description

This course is one of a suite of courses that focusses 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/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Dr Debbie Cotterell	debbie.cotterell@staff.griffithcollege.edu.au
Nicolette Hunziker	nihu@portal.griffithcollege.edu.au
Shane Trinne	shane.trinne@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 Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

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 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

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

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		
	Respect for Culture and Diversity		✓
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		

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., & Mackenzie, A. (2022). *Educational psychology for learning and teaching* (7th ed). South Melbourne, Australia: Cengage.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about 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 (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. 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 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 the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

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

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). 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. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
	Module 1: Introduction to Lifelong Learning				
1	*Introduction to Lifelong Learning.* *Reading: Chapter 1 (Duchesne & McMaugh, 2019)*	*An introduction to lifelong learning & reflective practice: concepts and conceptions. Introduction to the brain.* *Icebreakers.* *Evidence of Learning Overview.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		1
	Module 2: Learner Development				
2	*Physical Development: Complete Study Guide.* *Reading: Chapter 2 (Duchesne & McMaugh, 2019)*	*Physical development activities.* *Introduction to the Poster and Underlay.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		2

3	*Cognitive Development; Complete Study Guide.* *Reading: Chapter 3 (Duchesne & McMaugh, 2019)*	*Cognitive development activities.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		2
4	*Social & Emotional Development; Complete Study Guide.* *Reading: Chapter 4 (Duchesne & McMaugh, 2019)*	*Social & emotional development activities.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		2
5	*LLL and Development Summary; Complete Study Guide.*	*Learner development overview.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*	*EoL#1 Poster and underlay (40%)* **due Friday 5pm** *n.b. Draft Poster due in Learning Experience*	1, 2, 5
	Module 3: The Learning Process				
6	*Humanist Views; Complete Study Guide.* *Reading: Chapter 7 (Duchesne & McMaugh, 2019)*	*Humanist views of learning activities.* *Introducing Online Quiz.*	*Weekly Learning Activity related to the weekly topic & developing your assessment;*		2, 3
7	*Cognitive Views; Complete Study Guide.* *Readings: Chapter 6 (Duchesne & McMaugh, 2019)*	*Cognitive views of learning activities.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		2, 3
8	*Comparing Cognitive and Humanist Views of Learning*				
9	*Behavioural Views; Complete Study Guide.* *Reading: Chapter 5 (Duchesne & McMaugh, 2019)*	*Behavioural views of learning activities.* *Online Quiz Revision.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*	*EoL#2 Online Quiz (20%)* **due online before Friday, 5pm**	2, 3
	Module 4: Introduction to Creating Environments for Inclusive Classrooms				
10	*Bringing the Learning Theories into the Classroom.*	*Creating Environments for Inclusive Classrooms;* *Preparing for the Interactive Oral Examination.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.*		2, 3, 4, 5

11	*Course Summary and Reflection.*	*Interactive Oral Examination preparation and techniques.*	*Weekly Learning Activity related to the weekly topic & developing your assessment.* *Preparation for the Interactive Oral Examinations.*		2, 3, 4, 5
12	*No new Learning Content this week.*	*Interactive Oral Examinations.*		*EoL#3 Interactive Oral Examination (40%) due in Week 12 and Exam Week*	2, 3, 4, 5

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Poster and Underlay	40%	2, 5	Week 5, Friday 7th April, 5pm
2	Online Quiz	20%	1, 2, 3	Week 9, Friday 12th May, 5pm
3	Interactive Oral Examination	40%	2, 3, 4, 5	Week 12 and Exam Week

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: Poster and Underlay (40%)

Task Type: Poster and written Assignment
Due Date: Week 5, Friday 7th April, 5pm (n.b. Draft poster due during Learning Experience)
Weight: 40%
Length: Underlay 500 words
Task Description: The poster will illustrate the interconnected nature of cognitive, social, emotional, and physical development of a "typically developing" student of school age (early childhood, middle childhood or secondary). Gender, family background, SES, and age of the student is to be clearly communicated on the poster. It will include a range of potential influences on development. The 500-word Underlay will discuss the potential influences on development to justify the connections made on the poster.

Please note there is an opportunity for oral feedback and self-assessment opportunity for a draft poster submission during the Week 5 Learning Experience.

Criteria and Marking: Students are assessed using the following criteria:
- Select and communicate content appropriate and relevant for the topic.
- Examine and connect relevant influences for the topic.

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

2. Evidence of Learning Task 2: Online Quiz (20%)

Task Type: Online Quiz
Due Date: Week 9, Friday 12th May, 5pm
Weight: 20%, Marked out of: 20
Length: 60 minutes
Task Description:
This assessment is an open book online quiz. The test has 20 multiple choice questions worth 1 mark each. Questions will be selected from a randomised sample.
Students will have one attempt to complete the quiz.
It is expected the quiz will take no more than 60 minutes to complete and students should be able to successfully respond to the questions using prepared notes collated during learning activities from the development and learning theory modules.

Criteria and Marking: This quiz will test your knowledge and understanding of the modules related to development. These areas include brain, physical, social and emotional and cognitive development. The exam also covers areas of the humanist, cognitive and behaviourist learning theories.
You have one attempt to complete this quiz.

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

3. Evidence of Learning Task 3: Interactive Oral Examination (40%)

Task Type: Oral Examination (face-to-face closed book exam with notes)
Due Date: Weeks 12 and Exam Period
Weight: 40%, Marked out of: 40
Length: 10 minutes
Task Description: This is an oral examination in the form of a professional conversation. The exam dates will be available across week 12 and exam week. Students are responsible for booking their own timeslot 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 randomised, pre-prepared scenario as a basis for the conversation. The response will build on the poster task and include a synthesised, critical analysis of the scenario and incorporate key ideas from relevant learning theories encountered during the course.
Students will also reflect on learning from the course in relation to the development of their professional identity and practice.

Criteria and 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.

Submission: n/a

In order to pass this Course, students must:

A. Attempt all assessment items and achieve 50% minimum pass rate overall.
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 teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar 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 Sittings, 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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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, .