



1. General Course Information

1.1 Course Details

Course Code:	1799EDN
Course Name:	Foundations of Curriculum, Pedagogy and Assessment
Trimester:	Trimester 2, 2024
Program:	Diploma of Educational Studies
Credit Points:	10CP
Course Coordinator:	Nicolette Hunziker
Document modified:	27/06/2024

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/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
Nicolette Hunziker – Course Convenor/Teacher (MOUNT GRAVTT)	nicolette.hunziker@griffithcollege.edu.au
Lisa Watson -Teacher (MOUNT GRAVATT)	lisa.watson@griffithcollege.edu.au
Jeanelle Sutton-Yeomans - Teacher (GOLD COAST)	jeanelle.sutton-yeomans@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 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. Demonstrate understanding of the relationship between teaching, learning and assessment and the need to differentiate teaching, learning and assessment to meet the needs of all students (APST 1.3, 1.5, 2.3).
2. Identify and apply strategies for assessing student learning and providing timely and appropriate feedback that improves student learning (APST 5.2, 5.3, 5.4, 5.5).
3. Understand how to read the Australian Curriculum (e.g., the concepts, substance and structure of teaching areas) to make comparisons between different learning areas and explain the implications for classroom teaching - including the need to align content and teaching strategies with the teaching area. (APST 2.1).
4. Design assessment instruments to accommodate different assessment strategies to assess student learning and report on student achievement (APST 5.1).
5. Plan innovative and challenging learning goals using a range of pedagogical frameworks and evidence of student learning (APST 3.1, 3.2).



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		ü
	Communication		
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		ü
	Planning and Organisation		
	Creativity and Future Thinking		ü



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

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 LibraryDatabases.

- [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. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

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.

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 course 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 CURRICULUM, PEDAGOGY AND ASSESSMENT					
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					
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.		1, 3
3	Foundations of Assessment Assessing Student Learning Reading: Chapter 17 (Marsh, Clarke & Pittaway, 2014).	Assessment Types Assessment Techniques	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		2, 4
4	Foundations of Pedagogy 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.		1,2,3,4,5
5	Curriculum Implications for Teachers Readings: 1. Chapter 6 (Marsh, Clarke & Pittaway, 2014); 2. ACARA, Australian Curriculum: Learning Areas.	Curriculum Application and Practice Multi-Ability Classrooms Q&A for first assessment task	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.	Assessment 1 Written Response 2 August 2024, 23:59 45%	1,2,3,4,5

MODULE 3: FOUNDATION OF PEDAGOGY					
6	Planning to Teach Adjustments and Differentiation	Adjustments and differentiation for teaching, learning, and assessment	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1,4,5
7	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).	Principles of Backward Design	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		4,5
8	Planning to Teach Introduction to lesson planning Readings: 1. Chapter 4 (Killen, 2014); 2. Chapters 7 & 9 (Marsh, Clarke & Pittaway, 2014).	Designing Lesson Plans	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1,3,5
9	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.		1,2,4,5
MODULE 4: FOUNDATION OF ASSESSMENT					
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
11	Learning Plan and Assessment Task	Assessment Support - Learning Plan and Assessment Task	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.	Assessment 2 20 September 2024, 23:59 55%	1,2,3,4,5
12	Reflections on Curriculum, Pedagogy and Assessment	Personal reflections on learning	Weekly Learning Activity related to the weekly topic & developing your Evidence of Learning Task.		1,2,3,4,5



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
1	Written Assignment Understanding Curriculum, Pedagogy and Assessment	45% (Must Submit)	1, 2, 3	Written Assignment Due Friday Week 5 2 August 2024, 23:59
2	Written Assignment Planning Document: Learning Plan and Assessment Task	55% (Must Submit)	1, 2, 3, 4, 5	Week 11 Friday 20 September 2024 23:59

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, Baidu, Weibo and WeTalk are not permitted to be used.

Evidence of Learning Task 1

Title: Understanding Curriculum, Pedagogy and Assessment

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 3

Due Date: 2 August 2024 23:59

Weight: 45%

Marked out of 45

Word count: 600 words total (200 words per blog) +/- 10%

Task Description:

For Assessment Task 1, you are to write and submit three separate blogs each with a focus on a different aspect of our course: curriculum, pedagogy, and assessment. See further details below.

Blog 1: Understanding Curriculum (15 marks)

For this blog, you are to demonstrate your understanding of the concepts, substance, and structure of the Australian Curriculum Version 9.0 (P-10).

Blog 2: Understanding Pedagogy (15 marks)

For this blog, you are to select one pedagogy that has been discussed throughout the course and explain what this is and its implications for teaching and learning.

Blog 3: Understanding Assessment (15 marks)

For this blog, you are to demonstrate an understanding of formative assessment. You are to explain what this assessment type is and describe a specific example of a formative assessment strategy and how this can be used to provide feedback to improve student learning.

For each blog, you must use:

- 1 visual to support your ideas; AND
- 1 link to further information.

Further information will be provided in class and on the course site.

Criteria & Marking:

Explanation and discussion of concepts, substance and structure of the Australian Curriculum v9.0.

Identification and explanation of one pedagogy and its implications for teaching and learning.

Identification and explanation of formative assessment strategy and how this can be used to provide feedback to improve student learning.

Submission: Text Matching Tool - Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- may be available for resubmission (see conditions outlined in Resubmission)

Resubmission:

Students who do not pass this assessment item may be eligible to resubmit within 5 working days of the assessment results being returned. Typically, this would apply to, but not be limited to, those students whose results range between 45-49%. This is at the discretion of the convenor according to whether they believe that a resubmission will give the student a good chance of passing. Students who opt to resubmit cannot achieve a grade higher than a minimum pass for this assessment item. Resubmission does not guarantee a passing mark will be achieved.

Evidence of Learning Task 2:

Title: Learning Plan and Assessment Task

Type: Assignment - Planning Document

Learning Outcomes Assessed: 1, 2, 3, 4, 5

Due Date: 20 September 2024 23:59

Weight: 55%

Marked out of: 55

Word count: 1,500 words +/- 10%

Task Description:

Part A - 35% Learning Plan - Completion of Template**Part B - 20% Differentiated Assessment Task (Task = 10%), Rubric = 10%**

This assessment will focus on designing and writing a Learning Plan for a year level (Prep - Year 10) in a curriculum area of interest (e.g., Mathematics; Science) using the template provided.

1. Download the Learning Plan Template provided on the course site and complete it using the Student Class profile to assist you.
2. Using AI, an assessment task you have access to, OR one from the QCAA website, differentiate a summative assignment task (not an exam) to (a) align with your learning plan; and (b) accommodate for all learners on the student profile. The task can only be adjusted, **not** modified.
3. Design a marking rubric for the task which contains three criteria to be assessed.

Further information about this task will be provided to you in class and on the course site.

Criteria & Marking:

- Ability to devise a Learning Plan that establishes challenging learning goals and demonstrates educational alignment among curriculum, learning, and assessment.
- Ability to adjust a summative assessment task to accommodate for the student class profile.
- Design of marking rubric to align with the summative assessment task and the Australian Curriculum (v9.0).
- Communication of ideas about different assessment approaches and keeping accurate and reliable records to report on student achievement.

Submission: Text Matching Tool - Turnitin.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity

In order to pass this Course, students must:

- A. Achieve a 50% pass rate across the course**
- B. Submit an attempt for each assessment item**
- C. 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 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 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](#) (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, as applicable.