School of Education

EDUC1050: K-6 Pedagogies
Callaghan and Ourimbah
Semester 1 - 2024

OVERVIEW

Course Description   This course provides an introduction to effective teaching practices in K-6 contexts and an understanding of the various discourses and disciplines that inform teachers' practice in primary contexts.

Requisites   Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of
- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Contact Hours

Computer Lab *
Face to Face On Campus
1 hour(s) per Week for 12 Weeks

Lecture
Face to Face On Campus
1 hour(s) per Week for 12 Weeks

Tutorial *
Face to Face On Campus
1 hour(s) per Week for 12 Weeks

* This contact type has a compulsory requirement.

Unit Weighting   10

Workload   Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan and Ourimbah**
Dr Natasha Kett
Natasha.Kett@newcastle.edu.au
Consultation: Please book appointments through the course Canvas site.

Teaching Staff Teaching staff will be advised on the course Canvas site.

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SYLLABUS

Course Content Diversity in K-6 contexts.
Effective pedagogies: Quality Teaching in K-6 contexts.
K-6 national and state syllabus documents and policies.
Structures for learning in K-6 contexts: personalised and group learning, collaborative, arts-based, cooperative & play-based pedagogies.
Teaching and learning through technology in K-6 contexts.
Communication skills for effective teaching and learning.

Course Learning Outcomes **On successful completion of this course, students will be able to:**
1. Understand the diversity of primary contexts and learners

2. Identify elements of the Quality Teaching model through classroom observation

3. Identify structures to support teaching and learning in K-6 contexts

4. Demonstrate effective professional and collaborative oral, written and technological skills

5. Transform learning activities through understandings of new technologies and multiliteracies

Course Materials **Recommended Reading:**

Bingimlas, K. (2009). Barriers to the successful integration of ICTs in teaching and learning environments: A review of the literature. Eurasia Journal of Mathematics, Science & Technology Education, 5(3), 235-245.

Gillies, R. M., & Nichols, K. (2015). How to support primary teachers' implementation of inquiry:Teachers' reflections on teaching cooperative inquiry-based science. Research in Science Education, 45(2), 171-191.

Girod, M., Bell, J., & Mishra, P. (2007). Using digital video to re-think teaching practices. Journal of Computing in Teaching Education, 24(1), 16-26. Kearney, M., Schuck, S., Aubusson, P., & Burke, P. F. (2017). Teachers' technology adoption and practices: lessons learned from the IWB phenomenon. Teacher Development, 1-16. doi:10.1080/13664530.2017.1363083

McGrath, H., & Noble, T. (2005). Eight ways at once: Multiple Intelligences + Revised Bloom's Taxonomy - 200 differentiated classroom strategies (Vol. 1). Frenchs Forest, NSW: Pearson.

Mishra, P. & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher's knowledge. Teachers College Record, 108(6), 1017-1054Howell, E. (2017). Pokémon GO: Implications for literacy in the classroom. The Reading Teacher, 70(6),729–732. https://ila.onlinelibrary.wiley.com/doi/10.1002/trtr.1565

Simões, J., Redondo, R. D., & Vilas, A. F. (2013). A social gamification framework for a K-6 learning platform. Computers in Human Behavior, 29(2), 345-353.

Required Text:
Hinde- McLeod & Reynolds, R. (2007). Quality Teaching for Quality Learning: Planning through reflection. South Melbourne,Australia: Thomson.

Churchill, R., Godinho, S., Johnson, N., Keddie, A., Letts, W., Lowe, K., Mackay, J., McGill, M., Moss, J., Nagel, M. & Shaw, K. (2013). Teaching: Making a difference. Fourth Edition.Milton, Qld: Wiley.

Quality Teaching Classroom Practice Guide 3rd edn. State of NSW, Department of Education 2020.

COMPULSORY REQUIREMENTS

\In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:
- Computer Lab - There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course.
- Tutorial - There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course

Course Assessment Requirements:
- Students are required to submit all assessment tasks.
- Students to complete scheduled SimSchool sessions.

SIMSCHOOL

In 2024 the University of Newcastle will be formally evaluating the integration of simulation & immersive learning technology in teacher education courses. Students will be using SimSchool – a Virtual Field Experience (VFE) to improve their abilities to learn successful teaching strategies covered in this course.

SCHEDULE

Week	Week Begins	Topic	Learning Activities	Assessment Due
1	26 Feb	• Introduction to course • What is pedagogy? • Exploring diversity and equity in education	• School equity • ICSEA & Naplan • Neighbourhood effect • Case studies	
2	4 March	• Quality Teaching: A Theoretical overview of the Quality Teaching Model • Significance Dimension	• Intellectual quality Dimension • Quality Teaching Coding	
3	11 Mar	• Organising learning spaces • Quality Learning Environment Dimension	• Quality Learning Environment Dimension • Quality Teaching Coding	
4	18 Mar	• Digital pedagogies • A pedagogical approach of multiliteracies	• 21st century skills • TPACK Model • Multiliteracies Framework	
5	25 Mar	• Organising Learning Spaces	• Grouping • Cooperative Learning Learning Centres	Classroom Proposal due 11:59 Fri 29th March
6	1 April	• Planning for practice: Connecting pedagogy & curriculum	• NSW Syllabus reform • Literacy & numeracy progressions	
7	8 Apr	• Guiding principles for lesson planning	• OEEC lesson plan • Learning intentions & success criteria • Differentiation	
8	29 Apr	• Lesson assessment	• Assessment for, as and of learning (DoE) • Effective Feedback	Classroom Digital Model due 11.59 Fri 3 May
9	6 May	• Gardner's multiple intelligences	• de Bono's 6 thinking hats	
10	13 May	• Bloom's taxonomy	• Domains of educational learning • Implementing Bloom's taxonomy in the classroom	Lesson Evaluation due Friday 17 May 11.59pm
11	20 May	• The pedagogy of play	• Play based learning • Digital games based learning	
12	27 May	• Dialogic pedagogy	•	
13	3rd June	• No classes- time allocated to work on final assessment	• No classes- time allocated to work on final assessment	Lesson Plan due Friday 7th June 11.59pm

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Classroom digital model and proposal -	Friday Week 5 & 8	Individual	40%	1, 2, 3, 4
2	Online quizzes	Before 11.59pm Sunday of Week 2 to Week 11	Individual	20%	1, 2, 3, 5
3	Lesson analysis & SimSchool	Friday Week 10 & 13	Individual	40%	4, 5

Late Submissions
The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 – Classroom Digital Model and Proposal - 40%

Assessment Type   Project

Description
Part A: INDIVIDUAL 800 words, weighting 20%
Students will develop a comprehensive smart classroom proposal. Justification of their optimum learning environment will be made with reference to the students' developing personal philosophy, lectures, tutorials, set texts and additional journal readings referring to current relevant research. A high standard of academic literacy/writing (grammar, spelling, punctuation, sentence structure) and correct APA 7th referencing style (in- text and reference list) is expected.

Part B: INDIVIDUAL 800 words, weighting 20%
Reflecting on feedback received from Part A students will digitally create their smart classroom proposal. The classroom model will demonstrate a thorough and appropriate understanding of the theories behind Digital Pedagogies and the NSW Quality Teaching (QT) model. This assessment will enable students to apply skills developed in the labs based on content in the lectures.

Weighting   40%

Due Date
Part A - Fri 29th March 11.59pm
Part B – Fri 3rd May 11.59pm

Submission Method   Online via Canvas

Assessment Criteria   See rubric on Canvas

Return Method   Online

Feedback Provided   Online – 3 weeks after or extension submission. Via canvas

Assessment 2 -   Online Quizzes – 20%

Assessment Type   Quiz

Description   The ten quizzes are designed for students to demonstrate their understanding of the lectures and course readings. They help students maintain engagement with the course whilst achieving marks towards final grade. The online nature of the quizzes facilitates timely feedback on student learning. This enables students to self-assess their methods of studying and learning the course materials and adjust their practices if required. The quizzes identify for tutors any areas where students may require further development or new approaches to learning which should stimulate discussion in class. The quizzes will open 7am Monday and close Midnight Sunday of the week the online quiz is due. Non-assessable sample questions prior to attempting the quiz will be available.

Weighting   20%

Due Date   Before 11.59pm Sunday of Week 2 to Week 11

Submission Method   Online via Canvas

Assessment Criteria   An individual student's best 5 scores across the 10 quizzes will be used to obtain a final score which contributes 20% to the course. Thus, each quiz is effectively worth 4% of the course grade.

Return Method   Online
Feedback Provided   Online – Immediately when quiz is completed. Feedback is also available through classroom discussions.

Assessment 3 -   Lesson Analysis and SimSchool – 40%

Assessment Type   Problem Based Learning

Description   Part A: 800 words, Weighting 20%
Students will be given the opportunity to experience teaching a traditional lesson plan through the use of the SimSchool platform. Through SimSchool, students can develop an understanding of teaching practice through repeated cycles of decision-making, experimentation, and refinement whilst building their expertise. Once students have taught for at least 15 minutes, SimSchool collects enough data to provide a full report aligned to the Australian Professional Standards for Teachers. Students will evaluate the impact of their actions on student learning by comparing and contrasting two of their SimSchool reports. They will gain further insight and perspective from their peers whilst collaboratively discussing their results.

Part B: 800 words, Weighting 20%
SimSchool, an online gaming platform, replicates a classroom context and provides students with a safe environment for experimenting with teaching techniques. Drawing on their data informed practice from Part A, students will critically analyse and transform the traditional lesson. Consideration will be given to the Quality Teaching Model. Their adjusted lesson plan will also specify Digital Pedagogies and one other K-6 Pedagogy selected from the course. This task will require problem-solving and adaptation of their designed smart classrooms whilst also taking into account student needs.

Weighting	40%
Due Date	Part A – Friday 17 May 11.59pm Part B – Fri 7th June
Submission Method	Online via Canvas
Assessment Criteria	See rubric on Canvas
Return Method	Online
Feedback Provided	Online - 3 weeks after or extension submission. Via canvas

ADDITIONAL INFORMATION

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit ©	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

Attendance

Skills are those identified for the purposes of assessment task(s).

Attendance/participation will be recorded in the following components:
- Tutorial (Method of recording: (Tutorial Roll)
Computer Lab (Method of recording: Roll)

Students are strongly advised to attend classes in order to fully achieve the course objectives. An 80% attendance record (or higher) is expected from all students. Please let your tutor know if you cannot attend one of the tutorials – it is your responsibility to catch up missed work in your own time.

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

For face to face or online consultations, email your tutor, lecturer or course coordinator for

an appointment.

Course Evaluation
Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)
As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.

Academic Misconduct
All students are required to meet the academic integrity standards of the University. These

standards reinforce the importance of integrity and honesty in an academic environment.

Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information.

Adverse Circumstances
The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:
1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.

Important Policy Information
The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

Other Information
Please visit Learning Development to make appointments to clarify assignment completion as soon as assignment details are received. Keep regular appointments with Learning Development on each campus.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.