

School of Education

EDST5308
Teacher Learning

Term 2, 2019

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5308 Teacher Learning (6

STUDENT LEARNING OUTCOMES

| Outcome | | Assessment/s |
|---------|--|--------------|
| 1 | Gain an understanding of contemporary research and theory on teacher learning and development. | 1, 2 |
| 2 | Understand how teachers learn and how teacher professional learning is best supported in the workplace. | 1, 2 |
| 3 | Reflect on the application of their learning to their school context. | 1, 2 |
| 4 | Critically analyse a professional learning program at the school or system level. | 1, 2 |
| 5 | Conduct a practical application of the theory to their workplace through setting up or significantly revising a professional learning program. | 2 |
| 6 | Enhance their skills and competence in planning and implementing a professional learning program. | 2 |
| 7 | Present concepts to their peers. | 2 |
| 8 | Increase capacity to give and receive effective feedback. | 2 |
| 9 | Plan to continually improve professional knowledge and practice. | 1, 2 |
| 10 | Engage and support members of their profession. | 1, 2 |

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the important role teacher professional learning and development plays in contemporary contexts. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete a practical project that is applicable to the context in which the participant works. Student

7. RESOURCES

How teachers learn.

Kennedy, M. M. (2016). How Does Professional Development Improve Teaching? Review of Educational Research, 86(4), 945-980. doi:10.3102/0034654315626800

Kane, M. T., & Staiger, D. O. (2012). Gathering Feedback for Teaching. Combining High-Quality Observations with Student Surveys and Achievement Gains. Retrieved from Seattle, WA: <http://eric.ed.gov/?id=ED540960>

Pianta, R. (2011). Teaching.7 Tdon >>BDC hu1 (M)-12.4 (.)-u1 (M)-12.2.4 (.)-u1 (73 (u1 (w)-14.92.2P .1 (or56.)-13.2

8. ASSESSMENT

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5308 TEACHER LEARNING

Student Name:

Student No.:

Assessment Task: 2a – Oral Presentation to the Class

| SPECIFIC CRITERIA | (-) | | | | h |
|---|-----|--|--|--|---|
| | (+) | | | | |
| Understanding of the question or issue and the key concepts involved x A range of different ideas exploring the topic. x Understanding of how the ideas relate to each other. x Demonstration of a creative & high level of understanding of the topic. | | | | | |
| Depth of analysis and/or critique in response to the task x Evidence of high order analytic skills. x Reasoning of argument/s. x Plausibility and impressiveness of proposal. | | | | | |
| Familiarity with and relevance of professional and/or research literature used to support response x Reference/s to contemporary literature on professional learning models and strategies. x Demonstration of a synthesis of new knowledge acquired in this course. | | | | | |
| Structure and organisation of response x Organisation of oral presentation with a beginning, middle and end. x Evidence of a strong organizing theme, with clear main ideas & transitions. x Completeness and accuracy of information presented. x Use of visual aids to make the presentation more meaningful. x Appropriateness of length of presentation. | | | | | |
| Presentation of response according to appropriate academic and linguistic conventions x Clarity of speech and communication with the audience. x Engagement with audience. x Pacing of presentation allowing time for audience to think & respond. x Appropriate referencing of sources & completeness of reference list using APA style. | | | | | |
| GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME | | | | | |

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 10%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

