

School of Education

EDST5454 Developing Literacies

Term 2 2020

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	AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	
4.		-

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critique the underlying principles applicable to literacy learning and teaching	1,2
2	Research current theoretical and practical issues in literacy teaching methods	1, 2
3	Critically analyse the strengths and weaknesses of different methodological approaches to literacy teaching through applying them to students' own	1, 2

PROGRAM LEARNING OUTCOMES

Capability		Assessment/s	
	Advanced disciplinary knowledge and practices		
1	Demonstrate an advanced understanding of the field of education as it		
1	relates to their specialist area of study, and the ability to synthesize and	1, 2	
	apply disciplinary principles and practices to new or complex environments.		
	Research-based learning		
	Demonstrate an in-depth understanding of research-based learning and the		
2	ability to plan, analyse, present implement and evaluate complex activities	1, 2	
	that contribute to advanced professional practice and/or intellectual		
	scholarship in education.		
3	Cognitive skills and critical thinking	2	
5	Demonstrate advanced critical thinking and problem-solving skills	2	
	Communication, adaptive and interactional skills		
4	Communicate effectively to a range of audiences, and be capable of	1, 2	
	independent and collaborative enquiry and team-based leadership		
	International outlook		
5	Demonstrate an understanding of international perspectives relevant to the	1,2	
	educational field		
	Ethical and responsible professional practice		
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6. COURSE CONTENT AND STRUCTURE

Module	Торіс	Focus of seminar	Readings
Week 1	Overview	Exploring literacies	Perry, K. (2012). What is literacy? – A critical overview
2 nd June	What is literacy? Changing definitions and	Following reading of PPT slides and Perry (2012)	of sociocultural perspectives. Journal of Language and Literacy Education [Online],
	conceptualisations of literacy	Discussion of different	8(1), 50-71.
	Cognitive, sociocultural and critical theoretical perspectives	approaches/ perspectives on literacy: What can each offer?	Rowsell, J. and Pahl, K. (2012) <i>Literacy and Education.</i> Sage Publications. (Chapter 1)
	The relationship between literacy and language	How can this help our vars: why teaching? battlegrour	Snyder, I. (2008). The literacy wars: why teaching children to read and write is a
	Approaches to literacy education		battleground in Australia. Sydney: Allen & Un 252.1 733.

Boughton, B. (2016). Popular education and mass adult literacy campaigns. Beyond the 'new literacy studies'. In K. Yasukawa & S. Black (Eds.), *Beyond economic*

Week 8 28 th July	Strategies for teaching and engaging Teaching strategies to address literacy challenges. Research-based instructional approaches for literacy development Four resources model	**Guided exploration for your own chosen level, group, factor**	
Week 9	Assessing literacy	Developing feedback literacies	Carless, D. & Boud, D. (2018). The development of
4 th August	Constructive alignment and the role of literacy Good assessment design	Resisting assessment as learning (Torrance, 2007)	student feedback literacy: enabling uptake of feedback, <i>Assessment & Evaluation in</i> <i>Higher Education</i> , Gravett, K. & Winstone, N. (2018). 'Feedback interpreters': the role of learning development professionals in facilitating university students' engagement with feedback, <i>Teaching in Higher Education</i>
Week 10	Critical literacies and New	l	
11 th August	Literacies Negotiating a critical literacy curriculum; dealing with social and cultural issues through [()] TJET7(e)8(ra)54tlDC q28ja	:	

7. RESOURCES

UNSW SCHOOL OF EDUCATION EDST5454: DEVELOPING LITERACIES FEEDBACK SHEET

Student Name: Assessment Task 2: Proposal for targeted literacy support program

SPECIFIC CRITERIA

Student No.:

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