

EDU764 Quality Teaching and Learning

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to usc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course provides you with specialised knowledge of a range of ways people learn, human development, psychology of learning and an understanding of learning settings as socio-historically and culturally situated. You will research, analyse and interpret the theories that inform what is known about learning and the forms of knowledge valued by such theories. You will evaluate the interplay of theory and practices that enable quality learning.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial is synchronous and involves on-campus engagement and application of learning materials.	2hrs	Week 1	10 times

1.3. Course Topics

- Psychology of learning and human development
- Knowledge acquisition - the differences between the novice and the expert (mental modes and schemas) and the implications for skill and practice
- Biological primary versus biological secondary knowledge acquisition and teacher-led instruction versus self-directed approaches
- Brain development from early childhood to young adult, executive functions and implications for teaching
- Research on effective and ineffective approaches to teaching novice learners compared with those applied to expert learners
- Adjusted practices in response to knowledge development in the novice brain during progression to mastery
- Application of attained knowledge to solve problems by accessing/combining/recombining memory to generate possible solutions
- Exploring neuromyths: negative impacts of teaching to neuromyths, conflicts between current understanding, knowledge and quality teaching and learning
- Theories of motivation, intelligence and diversity
- Theories of learning as a social process
- Pedagogy and pedagogical frameworks aligned with evidence-based practice

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Analyse and critique learning theories to explain how the physical, social and intellectual development and characteristics of students impact learning and learning behaviours.	Knowledgeable	1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.4, 3.5, 4.1, 6.3, 6.4, 7.1
2 Apply information literacy and communication skills to locate and demonstrate a high level of understanding of contemporary research about effective teaching and learning, and classroom and behaviour management, relevant to your teaching context.	Knowledgeable	1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.4, 3.5, 4.1, 4.2, 6.3, 6.4, 7.1
3 Apply deep knowledge of student learning, learning theory, content and effective teaching strategies to plan lesson sequences.	Creative and critical thinker	1.1, 1.2, 1.5, 4.3, 6.4
4 Critically reflect on the changing role and function of schooling, the impact of historical and socio-cultural factors on views of quality learning and teaching, and evaluate the effectiveness of teaching practice.	Creative and critical thinker Empowered	1.1, 1.2, 1.5, 2.1, 4.1

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.2	Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.5	Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

CODE	COMPETENCY
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.3	Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program ED706

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Formative feedback is available to students for Task 1 from the beginning of the trimester in tutorials.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual and Group	10%		Refer to Format	In Class
All	2a	Oral and Written Piece	Individual	30%	10 minutes plus lesson plan	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	2b	Written Piece	Individual	15%	700 words	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Literature Review (or component)	Individual	45%	2500 words plus graphic	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Learning Theory in Action

GOAL:	<p>The goal of this task is to demonstrate your knowledge and understanding of the core content from Weeks 1 - 3, including:</p> <ul style="list-style-type: none"> • Theories of learning • Negative impacts of neuromyths • Psychology of learning and human development • Knowledge acquisition - mental modes and schemas • Biological primary versus biological secondary knowledge acquisition • Knowledge of and issues relating to novice and expert learners • Brain development and executive function, and the implications for teaching 										
PRODUCT:	Activity Participation										
FORMAT:	<p>Using your knowledge and understanding from the pre-tutorial learning materials, you will complete three activities in the Weeks One, Two and Three tutorials. Week One will focus on the appeal of neuromyths and the evidence that disproves them. Week Two will focus on cognitive overload and the impacts of split attention and remembering extraneous information on working memory. Week Three will focus on strategies for supporting novices to move towards mastery, including chunking, repetition, combining and recombining for deliberate practice.</p>										
CRITERIA:	<p>No.</p> <table border="1"> <tbody> <tr> <td>1</td> <td>Demonstrated knowledge and understanding of core content knowledge.</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Demonstrated knowledge and understanding of the application of learning theory and literature.</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Academic and Professional Communication</td> <td>2</td> </tr> </tbody> </table>	1	Demonstrated knowledge and understanding of core content knowledge.	1 2	2	Demonstrated knowledge and understanding of the application of learning theory and literature.	1 2	3	Academic and Professional Communication	2	<p>Learning Outcome assessed</p>
1	Demonstrated knowledge and understanding of core content knowledge.	1 2									
2	Demonstrated knowledge and understanding of the application of learning theory and literature.	1 2									
3	Academic and Professional Communication	2									
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy										

All - Assessment Task 2a: Lesson plan and Interactive Teaching Segment

GOAL:	The goal of this task is to create and enact a 10-minute lesson plan as a demonstration of your knowledge of learning acquisition, impacts on student learning, and scaffolding learning.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>There are two parts to this task.</p> <p>Part One: Lesson Plan. You are required to design an interactive mini-lesson on a single concept of your choice (template provided). The lesson will be aligned with the Australian Curriculum area linked with your Teaching Area One or Two. It will be pitched at a particular year level from Year Seven to Year Ten. The lesson will draw on theories of learning explored within the course content. The lesson will include scaffolded resources and visual aids catering to diverse needs and aligned with the lesson aims. Formative assessment will be planned in relation to the lesson aims and curriculum descriptors. Please use the lesson plan template provided on Canvas.</p> <p>Part Two: Interactive Teaching Segment (10 minutes). You will sign up to teach your mini-lesson to your peers in one of the tutorials in Weeks 5, 6, or 7. Please submit your written planning to Canvas and provide a copy to your assessor at the time of your mini-lesson presentation.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of appropriate year level and subject area learning theory and teaching strategies to lesson planning. 3
	2	Application of effective pedagogies and instructional strategies that support student learning. 2 3
	3	Oral presentation skills, suitable to the audience and time management. 3
	4	Application of Australian Curriculum content to lesson learning aims and formative assessment. 3
	5	Written communication and academic literacies, including grammar, English expression and technical accuracy. 2
GENERIC SKILLS:	Communication, Organisation, Information literacy	

All - Assessment Task 2b: Critical Reflection

GOAL:	The goal of this task is to use learning theory to critically reflect upon your teaching segment.																
PRODUCT:	Written Piece																
FORMAT:	<p>You are to reflect on your teaching in Task 2a using the Guided Reflection Template.</p> <p>You will be asked to explain what you did well and what you would like to improve in the future, including how you:</p> <ol style="list-style-type: none"> met the learning goals of the lesson, catered and differentiated for students' physical, social, emotional and intellectual developmental needs in your lesson, applied learning theory in your teaching strategies, used formative feedback during the lesson. <p>You may write in first person for this task. You need to use APA 7th ed referencing conventions when citing learning theory and educational research.</p> <p>Submission: Submit your written reflection within five business days of the presentation of your Task 2a mini-lesson.</p>																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrated understanding of how physical, social and intellectual development and characteristics of students may affect learning and implications for teaching.</td> <td>1 3</td> </tr> <tr> <td>2</td> <td>Application of knowledge and understanding of learning acquisition theory.</td> <td>1 3 4</td> </tr> <tr> <td>3</td> <td>Reflection on planned and enacted teaching and student learning.</td> <td>1 2 3 4</td> </tr> <tr> <td>4</td> <td>Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrated understanding of how physical, social and intellectual development and characteristics of students may affect learning and implications for teaching.	1 3	2	Application of knowledge and understanding of learning acquisition theory.	1 3 4	3	Reflection on planned and enacted teaching and student learning.	1 2 3 4	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	2	
No.		Learning Outcome assessed															
1	Demonstrated understanding of how physical, social and intellectual development and characteristics of students may affect learning and implications for teaching.	1 3															
2	Application of knowledge and understanding of learning acquisition theory.	1 3 4															
3	Reflection on planned and enacted teaching and student learning.	1 2 3 4															
4	Written communication and academic literacies including grammar, English expression, APA referencing conventions and technical accuracy.	2															
GENERIC SKILLS:	Communication, Problem solving, Information literacy																

All - Assessment Task 3: Review of Literature and Quality Teaching Model

GOAL:	The goal of this task is to produce a literature review of what constitutes quality teaching and learning in 21st century schooling, along with the creation of a visual representation.	
PRODUCT:	Literature Review (or component)	
FORMAT:	<p>There are two parts to this task.</p> <p>Part One: You will review relevant literature to address the broad question: What is quality teaching in the 21st century and how does it support student engagement in your discipline/specialisation area? Through this question you will critically analyse the roles of teachers and schools in the 21st century.</p> <p>You are required to discuss the implications of learning theories and educational research at your level of schooling. Give consideration to students' developmental needs, considering what is known about knowledge acquisition, cognitive processes, biological primary and secondary, schema, mental modes, working memory, overload, moving students from novice to expert, scaffolding, neuromyths, gradual release of responsibility, and the social brain. You will also need to give consideration to how quality teaching is related to managing behaviours through engagement.</p> <p>Your review of literature and theory should be written in the appropriate academic style, utilising APA 7th ed. referencing conventions.</p> <p>Part Two: On a single A4 page, create a model of effective teaching that represents your findings from your literature review. This diagram, picture or graphic should be appropriately labelled with descriptive text and have a caption (title) so that it can be understood independently of the literature review. It must be in digital format to be uploaded to Canvas, along with your literature review. You should refer to your model throughout your literature review.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of learning acquisition theories, including neuromyths, cognitive processes and scaffolding. 1
	2	Analysis and critique of literature to demonstrate an understanding of effective teaching and classroom practice relevant to your teaching context, including gradual release of responsibility and the social brain. 2
	3	Analysis and critique of the ways in which physical, social and intellectual development and characteristics of students may affect learning, including the management of challenging behaviours. 1
	4	Reflection on the implications of the theory/research for teachers and schools in the 21st century. 4
	5	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 2
GENERIC SKILLS:	Communication, Organisation, Information literacy	

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS				
All delivery modes	Activity Participation	Learning Theory in Action	1.1	Taught
			1.2	Taught
	Literature Review (or component)	Review of Literature and Quality Teaching Model	1.1	Assessed
			1.2	Assessed
	Oral and Written Piece	Lesson plan and Interactive Teaching Segment	1.1	Practiced
			1.2	Practiced
			1.3	Taught
			2.1	Taught, Practiced
			2.2	Practiced
			2.3	Taught, Practiced
			3.1	Taught
			3.3	Taught, Practiced
			3.4	Taught, Practiced
			3.5	Taught, Practiced
			4.2	Taught, Practiced
			4.4	Taught, Practiced
	Written Piece	Critical Reflection	1.1	Assessed
			1.2	Assessed
			6.3	Taught, Practiced
			6.4	Taught, Practiced

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Roy Killen	2016	Effective Teaching Strategies	7	n/a
Recommended	O'Donnell, Dobozy, Bartlett, Nagel, Smala, Wormald, Yates, Spooner-Lane, youssef-Shalala, Reeve, Smith	2019	Educational Psychology	3	Wiley

8.2. Specific requirements

Computer and internet access.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au