

# LIDLAW COLLEGE

*Te Wananga Amorangi*

BACHELOR OF TEACHING (PRIMARY) & WORLDVIEW STUDIES

## 851.515 Planning for Learning in the Digital Classroom Course Assessment and Delivery Outline

**Campus:** Auckland  
**Lecturer:** Nigel Smith

Semester 1, 2015  
NQF Level: 5, 15 credits

### CONTENT OVERVIEW

- a. The Teacher:
  - role and responsibilities of the teacher, including in digital environments
  - Code of Ethics
- b. The Learner:
  - ways of learning and learning styles
  - the digital learner
  - taxonomies of thinking (Blooms, Marzano, SOLO)
  - how to assess and evaluate learning
- c. Classroom processes:
  - classroom management and administration
  - classroom planning: Collaborative and individual planning, classroom timetables, term overview, unit planning, weekly planning, lesson planning.
  - interpreting curriculum documents for planning
  - lesson delivery, sequences of learning in f2f and online environments
  - instructional skills in f2f and online environments
  - assessment and evaluation skills, including digital assessment

### ASSESSMENT TASKS AND DUE DATES

#### ASSIGNMENT ONE

Students will prepare:

Assessment tasks and annotated mark schedules for the sample digital learning activities given, with particular attention to:

- inclusion of higher order thinking and multiple intelligences
- how the evaluation of learning affects teacher-student relationship
- reference to appropriate research
- reference to New Zealand curriculum documents

% Final Grade	40%
Related Learning Outcomes	e, f
Due Date:	17 May 2015

#### Assignment One Criteria

Students will demonstrate:

- clear understanding of the relational impact of assessment and evaluations;
- sound knowledge and understanding of the role, principles, and impact of assessment and evaluation in New Zealand primary schools;

- ability to explore the contributions of a range of writers and researchers.

## ASSIGNMENT TWO

Students will prepare an introductory teaching portfolio. It will include:

- a lesson plan which demonstrates a working knowledge of the curriculum documents and school planning documents;
- two appropriate behaviour management strategies presented with simple examples of when to use them, considering applicable consequences, and re-building strategies (during practicum);
- an commentary reflecting on the lesson plans, behaviour management strategies and other features of digital teaching and learning, including a description of the role of the teacher in today's classroom;
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### Assignment Two Criteria

Students will demonstrate:

- ability to employ the planning process across several layers;
- ability to present lessons to a chosen audience;
- clearly defined behaviour management strategies, providing clear examples of their appropriate use.
- a clear understanding of the role of teachers today;
- clear understandings of the learner and the changing world we live in;

% Final Grade	60%
Related Learning Outcome	a–d
Due Date:	21 June 2015

## EXPECTED ALLOCATION OF LEARNING HOURS

Class time	60 hours
Self-directed learning	90 hours
<b>TOTAL</b>	<b>150 hours</b>

## TEXTBOOK

None required.

## BIBLIOGRAPHY

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- Steele, C. (2009). *The inspired teacher : how to know one, grow one, or be one* Alexandria, VA: Association for Supervision & Curriculum Development.
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- Timperley, H. (2003). School improvement and teachers' expectations of student achievement. *New Zealand Journal of Educational Studies*. 38 (1), 73- 88.

**Special area of interest websites:**

[www.nzcer.org.nz](http://www.nzcer.org.nz) Assessment Resource Banks

<http://ericae.net> The ERIC Clearinghouse for Assessment and Evaluation.

<http://www.tki.org.nz/r/assessment>

Students are advised to use the electronic data bases *Education Research Complete* and *Academic Search Premier* available through the Deane Memorial Library.