



RELG20005 *The Contemporary Religious Educator*

Term 2 - 2021

Profile information current as at 02/05/2024 07:57 am

All details in this unit profile for RELG20005 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, students engage in curriculum planning processes for the teaching of religion. They use the Diocesan Religion Curriculum of the Rockhampton Diocese as a framework for identifying appropriate knowledge, understanding and skills for a specific class of learners and for selecting and designing teaching and learning strategies and assessment and evaluation processes for a unit of work. Students reflect on their personal understandings of content from the Belief Strand of the curriculum and justify the selection of resources and teaching and learning strategies that portray images of God in ways that are responsive to the diverse and pluralistic religious backgrounds of learners in contemporary Catholic schools.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2021

- Distance
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**

Weighting: 50%

2. **Practical Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations

Feedback

Recorded lectures provided clarification and engagement

Recommendation

Maintain recorded lectures as unit learning resources

Feedback from Student evaluations

Feedback

Detailed feedback on assessment supported learning

Recommendation

Continue to provide feedback that supports learning

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Critically reflect on the impact of language and images in the portrayal of religious concepts.
2. Assess personal understandings of faith concepts to identify possible challenges and appropriate support structures for implementation of the Religion curriculum.
3. Evaluate resources for their suitability for use in contemporary and inclusive religious education.
4. Respond to the complex characteristics of diverse class groups to design teaching and learning, assessment and evaluation processes that incorporate the knowledge, skills and understandings of the Religion curriculum

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•	•	
2 - Practical Assessment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦			◦
2 - Communication			◦	◦
3 - Cognitive, technical and creative skills			◦	◦
4 - Research				
5 - Self-management	◦	◦	◦	
6 - Ethical and Professional Responsibility	◦	◦	◦	
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Practical and Written Assessment - 50%	◦	◦	◦		◦	◦		
2 - Practical Assessment - 50%	◦	◦	◦			◦		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kerry Aprile Unit Coordinator
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Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
My religious background, experiences and practices	eReading list - Week 1	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
The contemporary context	eReading list - Week 2	

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
What is Religious Education?	eReading list - Week 3	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Resourcing Religious Education	eReading list - Week 4	

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogy in Religious Education	eReading list - Week 5	

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial		

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Student engagement in Religious Education

eReading list - Week 6

Week 7 - 30 Aug 2021

Module/Topic

Chapter

Events and Submissions/Topic

Content and skills in Religious Education

eReading list - Week 7

Religious Education and the Contemporary Classroom Due: Week 7 Monday (30 Aug 2021) 11:45 pm AEST

Week 8 - 06 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Differentiation in Religious Education

eReading list - Week 8

Week 9 - 13 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

Assessment of Religious Education

eReading list - Week 9

Week 10 - 20 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

How to plan a unit of work in Religious Education

eReading list - Week 10

Week 11 - 27 Sep 2021

Module/Topic

Chapter

Events and Submissions/Topic

How to plan a prayer experience

eReading list - Week 11

Week 12 - 04 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Review

Review/Exam Week - 11 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Planning, implementing and evaluating Religious Education programs Due: Review/Exam Week Monday (11 Oct 2021) 11:45 pm AEST

Exam Week - 18 Oct 2021

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Religious Education and the Contemporary Classroom

Assessment Type

Practical and Written Assessment

Task Description

- To prepare for this task, **select a focus for a unit of work** that teaches Knowledge, Understanding and Skills from the Religion curriculum at a particular year level in the primary school.

Identify the year level and specific focus for teaching and learning from the curriculum document and **select a resource** that you might use to teach the content of the unit. You should record these details on a cover page to your assessment task and include a copy of the selected resource.

With reference to the unit focus and selected resource, use unit materials and independent research to critically reflect on:

- The characteristics of learners and learning in contemporary the contemporary educational landscape.
- How teachers can respond to the contemporary context (secularisation, pluralisation, detraditionalization)

- and individualisation).
- Inquiry and dialogue as preferred pedagogical approaches for teaching religious education in the contemporary classroom.
- How Religious Education in Catholic schools develops students' knowledge and understanding of Christianity and its unfolding story within contemporary Australian and global society.

Note:

Use the task description as subheadings to structure your submission.

Evidence of engagement with unit materials must be apparent in your submission.

Length: 2000 words.

Assessment Due Date

Week 7 Monday (30 Aug 2021) 11:45 pm AEST

Return Date to Students

Feedback on this assessment task will be returned following moderation and in sufficient time to allow for academic support and advice as necessary and to inform responses for Assessment Task 2.

Weighting

50%

Assessment Criteria

Understanding of the ways in which characteristics of contemporary learners and learning environments influence planning and teaching in Religious Education

Knowledge of contemporary approaches to teaching Religious Education that are responsive to diversity

Critical reflection on sources of professional learning for teachers of Religious Education

Critical evaluation of content and resources for teaching Religious Education in primary or early years contexts

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Critically reflect on the impact of language and images in the portrayal of religious concepts.
- Assess personal understandings of faith concepts to identify possible challenges and appropriate support structures for implementation of the Religion curriculum.
- Evaluate resources for their suitability for use in contemporary and inclusive religious education.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

2 Planning, implementing and evaluating Religious Education programs

Assessment Type

Practical Assessment

Task Description

Critically reflect on the planning decisions made within a learning sequence (unit of work) in Religious Education .

Scaffolding:

1. Select Religious Education curriculum to form the basis of a learning sequence (unit) that you will plan, teach and evaluate.

You will need to submit a copy of your religious education learning sequence or unit of work. It must contain the following:

- Achievement standard statement, knowledge and skills (content descriptors), links to other curriculum areas (such as The Arts and Technologies), profile of learners in the classroom (including religious backgrounds of students and specific modifications or adjustments to the learning environment to meet NCCD requirements), assessment, guide to making judgements (achievement standard elaborations), teaching strategies and resources.

Note that there is no word limit for this component of the task.

2. Submit a critical reflection which must contain the following:

- Justify how, according to contemporary literature, planning decisions and strategies in the learning sequence respond to classroom complexity and the pluralistic context of contemporary society.
- Evaluate the suitability of resources for teaching the knowledge and skills in the learning sequence.
- Describe sources of professional knowledge of teachers of Religious Education and how these contribute to the successful teaching and assessment of Religious Education.

Length of the critical reflection 1500 words.

Note:

Evidence of engagement with course materials must be apparent in your submission.

Assessment Due Date

Review/Exam Week Monday (11 Oct 2021) 11:45 pm AEST

Return Date to Students

Feedback on this task will be returned to students following moderation and in accordance with university policy on certification of grades.

Weighting

50%

Assessment Criteria

Knowledge and understanding of the content, planning processes and teaching approaches underpinning Religious Education

Understanding of the impact of context on teaching and learning in Religious Education

Justification of design choices for promoting inclusive engagement and religious literacy

Use of communication and presentation modes that reflect the beliefs and practices of the broader Catholic school community

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload the task using the link for assessment task 2 on the unit Moodle site.

Learning Outcomes Assessed

- Evaluate resources for their suitability for use in contemporary and inclusive religious education.
- Respond to the complex characteristics of diverse class groups to design teaching and learning, assessment and evaluation processes that incorporate the knowledge, skills and understandings of the Religion curriculum

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem