



# RELG20005 *The Contemporary Religious Educator*

## Term 2 - 2023

Profile information current as at 11/05/2024 06:57 pm

All details in this unit profile for RELG20005 have been officially approved by CQUniversity 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, you will examine the characteristics of the contemporary educational context of Catholic schools and explore the features of quality Religious Education. You will engage in curriculum planning processes for the teaching of Religious Education, designing a short learning cycle and selecting resources and strategies that support dialogical and inquiry-based pedagogy. You will reflect on your understandings of the selected curriculum content and skills and sources of professional knowledge to identify challenges and opportunities in teaching Religious Education in the contemporary classroom context. Classroom planning decisions, implementation techniques and evaluation of resources regarding their suitability for use with a specific class will be justified. In addition, you will develop an understanding of the complementary nature of the religious life of the school.

### 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 - 2023

- 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. **Presentation**

Weighting: 50%

#### 2. **Written 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 emails

**Feedback**

Learning materials were relevant to teachers' work

**Recommendation**

Retain and update learning materials as required.

## Unit Learning Outcomes

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

1. Examine the characteristics of the contemporary educational context of Catholic schools
2. Explain the features of quality religious education
3. Plan for instruction in Religious Education showing knowledge and understanding of curriculum content and skills and sources of professional knowledge for teachers
4. Identify challenges and opportunities in teaching religious education in the contemporary classroom context
5. Justify religious education planning decisions, implementation techniques and evaluation of resources regarding their suitability for use with a specific class
6. Discuss the complementary and invitational nature of the religious life of the school.







## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
<b>1 - Presentation - 50%</b>	•	•				•
<b>2 - Written Assessment - 50%</b>			•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

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

## 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

[k.aprile@cqu.edu.au](mailto:k.aprile@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

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

### Week 2 - 17 Jul 2023

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

### Week 3 - 24 Jul 2023

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

### Week 4 - 31 Jul 2023

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

### Week 5 - 07 Aug 2023

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

### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial		

### Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Student engagement in Religious Education	eReading list - Week 6	

### Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Content and skills in Religious Education	eReading list - Week 7	<b>Religious Education and the Contemporary Classroom</b> Due: Week 7 Monday (28 Aug 2023) 11:45 pm AEST

### Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation in Religious Education	eReading list - Week 8	

### Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 10 - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
How to plan a unit of work in Religious Education	eReading list - Week 10	

**Week 11 - 25 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
How to plan a prayer experience	eReading list - Week 11	

**Week 12 - 02 Oct 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Review		

**Review/Exam Week - 09 Oct 2023**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Planning for Religious Education in the contemporary Catholic school</b> Due: Review/Exam Week Monday (9 Oct 2023) 11:45 pm AEST

**Exam Week - 16 Oct 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Religious Education and the Contemporary Classroom

**Assessment Type**

Presentation

**Task Description**

You have been asked to mentor a graduate teacher who has provisional accreditation to teach Religious Education and has never taught in a Catholic school before. To prepare this teacher to be able to teach Religious Education effectively in the contemporary Catholic school classroom, create a presentation that:

- Examines the characteristics of learners and the educational context of contemporary Catholic schools
- Explores the features of quality Religious Education
- Identifies inquiry and dialogue as preferred pedagogical approaches for teaching Religious Education in contemporary classrooms
- Discusses the complementarity of the classroom teaching and learning of Religious Education and the invitational nature of the religious life of the school

**Submission Requirements:**

**This task is to be submitted in a multi-media format.** Use Microsoft PowerPoint to record your presentation.

Use unit learning materials and some independent research to complete the task.

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

**Length:** Approximately 15 minutes (2000) words

**Assessment Due Date**

Week 7 Monday (28 Aug 2023) 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

Explanation of the features of quality Religious Education

Knowledge of preferred contemporary pedagogical approaches for the teaching of Religious Education

Knowledge of the complementarity of the classroom teaching and learning of Religious Education and the invitational nature of the religious life of the school

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload the task using the link for assessment task 1 on the unit Moodle site.

**Learning Outcomes Assessed**

- Examine the characteristics of the contemporary educational context of Catholic schools
- Explain the features of quality religious education
- Discuss the complementary and invitational nature of the religious life of the school.

## 2 Planning for Religious Education in the contemporary Catholic school

**Assessment Type**

Written Assessment

**Task Description**

Critically reflect on the planning decisions made within a short learning cycle in Religious Education.

**Scaffolding:**

1. Select Religious Education curriculum to form the basis of a short learning cycle that you will plan, teach and evaluate.

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 the short learning cycle is submitted as a means of supporting your critical reflection. Therefore, specific examples of planning decisions and strategies in your short learning cycle should be referred to in your critical reflection.

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

- Understanding of the curriculum content and skills and sources of professional learning to assist teachers to build their specialist knowledge prior to commencing the short learning cycle with students
- Justify how, according to contemporary literature in Religious Education, planning decisions and strategies in the short learning cycle respond to the complexities of the contemporary classroom and the pluralistic reality of the wider cultural context
- Identify how challenges and opportunities in teaching Religious Education in the contemporary classroom context were addressed through the pedagogies of inquiry and dialogue

Length of the critical reflection 2000 words.

**Note:**

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

**Assessment Due Date**

Review/Exam Week Monday (9 Oct 2023) 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**

Demonstrated understanding of the curriculum content and skills that will form the basis of the short learning cycle

Critical reflection on the impact of sources of professional learning to support the planning and reaching of Religious Education curriculum content

Knowledge of contemporary planning processes and teaching approaches underpinning quality Religious Education

Justification of Religious Education planning decisions, implementation techniques and evaluation of resources regarding their suitability for use for a specific class with reference to contemporary literature

**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**

- Plan for instruction in Religious Education showing knowledge and understanding of curriculum content and skills and sources of professional knowledge for teachers
- Identify challenges and opportunities in teaching religious education in the contemporary classroom context
- Justify religious education planning decisions, implementation techniques and evaluation of resources regarding their suitability for use with a specific class



## 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