

ACT Board of Senior Secondary Studies

Public Consultation Report

Connected Learning Course 2020

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Framework writing team.
- Amendments to the Framework have been made where required, as a result of the consultation process.

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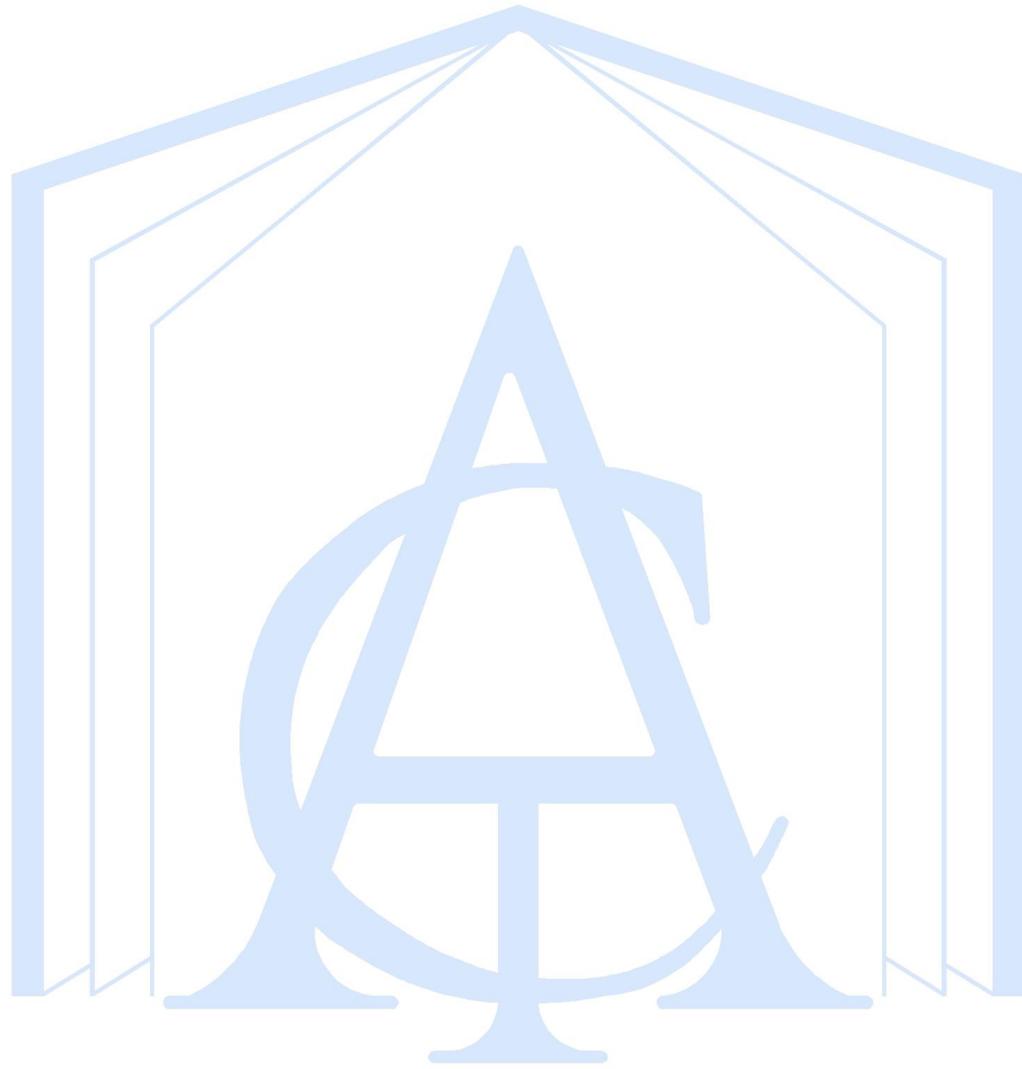
Connected Learning

Topic	Comment	Course Developers' Response
<p>Q2 Do you think the title "Connected Learning" reflects the spirit and intention of the course, as outlined in the units? If no, please suggest an alternative.</p>	<p>R1 Yes</p>	<p>Noted</p>
<p>Q3 Shape Paper Background The background provides a clear sense of the systemic and national parameters under which the course will be written.</p>	<p>Agree, strongly agree</p>	<p>Noted</p>
<p>Q4 COURSE GOALS The "Aims of the Connected Learning Curriculum" is clear about the intended learning and priorities, yet allows for flexibility.</p>	<p>Agree, strongly agree</p> <p>R1 In theory, it should. However, it will depend on the assessment structure and whether the increasingly prescriptive nature of courses from BSSS allow for this flexibility.</p> <p>R2 Yes, but it must have scope to be accredited at T, A, and M levels in order to be valuable to all students.</p>	<p>R1 Teachers can use programs of learning to tailor unit delivery to student needs and contexts. The <i>Integrated Learning Framework</i> allows for open, student directed investigations.</p> <p>R2 The panel discussed the issue and concluded that while there are some students who would benefit from a T component, there is concern that it might distract from the use of pedagogies for A students, and undermine the teaching of a course focused on the needs of disenfranchised students. This course might still be undertaken within a T package.</p>

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	R3 Some of this information is useful, but reflection on the number of quotes and motherhood statements is required to ensure the aims and information is succinct.	R3 Developers have reviewed the expression and focus of the argument. It is intended to provide overarching commentary and different perspectives in developing the course.
<p>Q5 The rationale for the unit structure is well-explained and well-justified.</p>	<p>Agree</p> <p>R1 I have concerns that several articles referred to and in the bibliography come at this topic from a "millenials suck" perspective, for example the articles about "Can't cook, can't clean, can't count: A generation with no basic life skills" - isn't this what their grandparents said about their parents. This is a very parochial and condescending justification for the unit. Also, the following is an incorrect bibliographic entry: Carlisle E...</p> <p>R2 The rationale is not well explained or justified and has a number of issues with grammar which should have been resolved prior to its publication for comment.</p>	<p>R1 The articles cited in the response were included in the interests of a full survey of literature in the life skills area. While it is true that the article has an unfortunate tone in places, it does describe a phenomenon that can be addressed in curriculum. That is not the same as the standard complaint grandparents have traditionally made about morality and activities of the younger generation. It also highlights an area in which research data shows young people wish to have instruction, e.g. Australian Commonwealth Department of Education and Education Council, <i>The Review of the Senior Secondary Pathways in Work, Further Education and Training; Background Paper, 2020</i>, p. 9, https://www.pathwaysreview.edu.au/</p> <p>The bibliographic entry will be corrected. Thank you.</p> <p>R2 Developers will review the felicity of style, expression, progression and focus of the argument.</p>
<p>Q6 The proposed units are conceptually distinct.</p>	<p>One agree, one disagree</p> <p>No comments</p>	<p>Noted.</p>

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<p>Q7 The unit descriptions are clear and provide for innovative approaches.</p>	<p>Agree</p> <p>R1 So long as a wide range of different thinkers are enabled to participate in the final unit design.</p> <p>R2 "Giving and meaning" and "A purposeful life" seem like very similar units. The latter needs a cosmetic name change, perhaps "daily duties", because at the moment it suggests that happiness=chores.</p>	<p>R1 Three sectors of ACT senior secondary education and the CIT are represented on the course development team. There will be public consultation on the course draft that enables all teachers to have input. A wide range of research has been utilised reflecting a diversity of national and international perspectives to frame the course Shape Paper.</p> <p>The panel hopes teachers will utilise a wide range of sources in teaching the unit.</p> <p>R2 The Panel considers the focus on others and ethical action in the community in 'Giving and Meaning' and the self and home-life focus of 'An Independent Life' to be distinct. 'A Purposeful Life' will be called 'An Independent Life' to reflect that distinction. Thank you for the suggestion.</p>
<p>Q8 "Considerations", situates the course clearly in relation to curriculum priorities.</p>	<p>Agree</p>	<p>Noted</p>
<p>Q9 This proposed course is distinct from other BSSS accredited courses.</p>	<p>Agree</p> <p>Yes, but it must have scope to be accredited at T, A, and M levels in order to be valuable to all students.</p> <p>R3 The considerations contains far too many motherhood statements without any real meaning and again issues with grammar.</p>	<p>R2 The panel discussed the issue and concluded that while there are some students who would benefit from a T component, there is concern that it might detract from the use of pedagogies for A students, and undermine the teaching of a course focused on the needs of disenfranchised students. This course might still be undertaken within a T package.</p> <p>R3 Expression has been changed and a number of changes made to clarify meaning and intentions. 'Considerations' are intended to be overarching statements that raise important aspects of curriculum to be included in the final course document. Each of the 'Considerations' are required by the Shape Paper process.</p>



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