



The University of Southern Queensland

## Course specification

### Description: Classroom Relationships

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	2201	40588	1, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070103

### STAFFING

Examiner: Alison Mander

Moderator: Michele McGill

### RATIONALE

Providing pupils with dynamic interactive learning environments is a most important function for teachers of the future. To be able to provide for a variety of teaching/learning environments, teachers need to develop reflective skills to enable the analysis of teaching and learning experiences. This analysis facilitates informed decision-making about the education of their pupils and their own teaching styles. It is important that pre-service teachers have a sound theoretical base on which to build their competencies for managing, organising and teaching in a variety of educational settings. They need to develop theories that are personally meaningful to guide and shape their development as effective teachers. Also essential is that pre-service teachers understand that effective teachers have a thorough knowledge of how their students develop and learn so that they may provide appropriate opportunities for those students to facilitate learning.

### SYNOPSIS

This course will focus on the study of teaching and learning and how supportive classroom environments enhance meaningful learning experiences. Areas of study in this course will include: what is meant by teaching and learning, teacher roles, classroom interaction and management, classroom resources and technology, teaching strategies and learning styles, planning teaching episodes and reflective practice. The particular emphasis will be the development of basic teaching, planning, communicating and management skills. Fifteen days practicum in schools provides students opportunities to apply the principles developed in this course and to further develop their skills and understandings of what it is to be a teacher. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO

NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## OBJECTIVES

On successful completion of the course students will have developed an understanding, will demonstrate skills relating to, and will appreciate:

1. that effective teaching is very much a problem-solving exercise that involves classroom contexts, schools, children and the community
2. that there are theoretical bases about how children learn which underpin teaching practice
3. that reflective thinking skills may be used to analyse and evaluate their own teaching performance
4. basic classroom communication and teaching
5. observation, lesson planning, classroom management, assessment and lesson implementation
6. reflective thinking about the analysis and evaluation of their own teaching performance
7. the critical analysis of teaching and learning theories
8. the importance of making a contribution to the community and the teaching profession
9. the commitment and understanding required to meet the needs and interests of learners when preparing and implementing teaching episodes
10. knowledge, understanding and application of appropriate communication skills.

## TOPICS

	Description	Weighting (%)
1.	Understanding teaching	20.00
2.	Theories of children's learning	20.00
3.	Exploring teacher/student interaction	10.00
4.	Planning teaching episodes	20.00
5.	Basic teaching skills	20.00
6.	Classroom environment and management	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

A shrinkwrap package consisting of: Brady, L, 2003, Teacher voices: the school experience, Pearson Education, Frenchs Forest; Brady, L & Kennedy, K, 2003, Curriculum construction, 2nd edn, Prentice Hall, Frenchs Forest & Pirola-Merlo, S, 2003, Relationship management in

the primary school classroom: strategies in the legal and social context, Prentice Hall, Frenchs Forest.

Frangenheim, E 2002, *Reflections on classroom thinking strategies: practical strategies to encourage thinking in your classroom*, 4th edn, Rodin Educational Consultancy, Springwood.

Purdie, N & Smith, D 2002, *Variable teaching contexts (compiled from case studies in teaching and learning: Australian perspectives)*, Pearson Custom Publishing, Frenchs Forest.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Barry, K & King, L 1998, *Beginning teaching and beyond*, 3rd edn, Social Science Press, Wentworth Falls.

Cohen, L, Manion, L & Morrison, K 1996, *A guide to teaching practice*, 4th edn, Routledge, London.

Good, TL & Brophy JE 2000, *Looking in classrooms*, 8th edn, Longman, New York.

Joyce, B & Weil, M 1996, *Models of teaching*, 5th edn, Allyn & Bacon, Boston.

Posner, GJ 2000, *Field experience: a guide to reflective teaching*, 5th edn, Longman, New York.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	74.00
Lectures	24.00
Private Study	55.00
Tutorials	12.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ESSAY	999.00	40.00	11 Apr 2005 (see note 1)
PRESENTATION	999.00	20.00	06 May 2005
CASE STUDY	999.00	40.00	18 May 2005
PROFESSIONAL EXPERIENCE	1.00	0.00	10 Jun 2005 (see note 2)

### NOTES

1. Letter grades will be used in this course and displayed in the notes section.
2. Students must successfully complete the professional experience component and the academic component to pass this course. A value of one (1) indicates you have passed the professional component. A value of zero (0) indicates you have not passed the professional experience component.

## **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
In order to gain a passing grade in the course, students must submit all items of assessment; complete all professional experience requirements successfully; attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and achieve a minimum of 50% of the total marks available for assessment in the course. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment. Students who do not achieve a passing grade in the course, may be eligible for supplementary assessment in the following circumstances: where the professional experience requirements constitute the only assessment item not completed satisfactorily; or where the professional experience requirements were completed satisfactorily, and (i) at least two of the other three Pass Rules were satisfied, and (ii) a minimum of 40% of the available marks were attained for the failed item.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the

- examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
  - 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
  - 5 The Faculty will NOT accept submission of assignments by facsimile.
  - 6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
  - 7 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
  - 8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
  - 9 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
  - 10 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
  - 11 Each item of assessment must be submitted, all professional experience requirements must be successfully completed, a passing grade or equivalent mark in at least two of the three coursework assessment items must be attained and a minimum of 50% of the total marks available for assessment in the course must be achieved.
  - 12 Summative assessment items will receive one of the following letter grades: HD+,HD,HD-, A+,A,A-,B+,B,B-,C+,C,C-,F or IDM (Incomplete Deferred Make-up). Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
  - 13 Students must successfully complete the professional experience component and the academic component to pass this course. In order to be eligible to commence the professional experience component, students must demonstrate satisfactory progress in all coursework assessment items prior to the professional experience.
  - 14 If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the program coordinator.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of

Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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