



The University of Southern Queensland

## Course specification

### Description: Contemporary Learning Environments

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	2205	44967	2, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Moderator: Lesley McAuley-Jones

### REQUISITES

Pre-requisite: TEA2204

### RATIONALE

Teachers are grappling with significant changes in educational initiatives, curriculum, societal expectations and the concept of teaching in the 21st Century. What does it mean to teach in a world of multiliteracies where lifelong learning is promoted more highly than the traditional content; where the knowledge of information is surpassed by the process of locating and synthesizing information for a purpose; where the traditional 3Rs have been replaced by the 3Ts (thinking, teamwork and technology); and where ICTs pervade? Adolescent learners demand an integrated curriculum which is relevant and learning activities that will enable them to gain skills which can be used beyond their schooling. This course builds on previous studies and provides beginning educators opportunities to continue to build their own personal pedagogical practice, to redefine these in light of their workplace experiences, and provides familiarity with the literature on effective teaching and learning. Students will investigate what it means to be an educator in the 21st century, examine current curriculum, assessment and pedagogy in an integrated context.

### SYNOPSIS

This course seeks to provide learning opportunities (both on-campus and in professional experience) that will require pre-service teachers to play an active role in the construction of their own pedagogical practice and the development of professional expertise in planning and delivering effective teaching and learning. Effective teachers question, criticise and reformulate their assumptions about the nature of their work. Reflective practice promotes continued analysis, critique and interpretation of curriculum and pedagogical initiatives that impact on the work of educators. Through a range of on-campus and professional experience-related activities, the course aims to provide opportunities for students to develop their general pedagogical knowledge, curriculum knowledge and pedagogical content knowledge. Content knowledge refers to those broad principles and strategies of management and organisation that appear to transcend subject

matter. Curriculum knowledge refers to particular grasp of materials and programs that serve as 'tools of trade' for teachers, and pedagogical content knowledge is seen as a special amalgam of content and pedagogy that is uniquely the province of educators - their own form of professional understanding. Students undertaking this course are required to complete a 15 day professional experience placement in an approved educational setting. **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 completion of this course students will be able to:

1. demonstrate knowledge and understanding of a range of classroom management techniques
2. be conversant with the models and strategies of effective teaching in secondary classrooms
3. reflect critically on their teaching practices
4. demonstrate knowledge and understanding of the purposes, techniques and principles of student assessment
5. demonstrate knowledge, understanding and implementation of classroom observation, communication, planning, management, assessment and self reflection in a professional manner which meets the needs of students and the educational context
6. design and develop cross curricular unit planning with peers
7. adapt teaching approaches to suit the students, the objectives and the educational context
8. demonstrate knowledge, understanding and application of planning and teaching with adolescent learning in mind
9. demonstrate the ability to integrate ICT into curriculum planning
10. demonstrate knowledge, understanding and application of appropriate personal, professional and academic literacies.

## **TOPICS**

	Description	Weighting (%)
1.	Models of teaching and teaching strategies	30.00
2.	Planning for improved learning outcomes	30.00
3.	Evaluation and assessment	20.00
4.	Classroom management	10.00
5.	Reflective practice	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).

Kellough, R 2003, *A resource guide for teaching K-12*, 4th edn, Pearson Education, New Jersey.

## **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.

Beaman, GW 2001, *Teaching with adolescent learning in mind*, Skylight, Illinois.

Charles, CM 2002, *Building classroom discipline*, 7th edn, Longman, London.

Freiberg, HJ & Driscoll, A 1996, *Universal teaching strategies*, 2nd edn, Allyn & Bacon, Boston.

Joyce, B, Calboun, E & Hopkins, D 2000, *Models of learning - tools for teaching*, 6th edn, Open University Press, Buckingham.

Little, Emma 2003, *Kids behaving badly, teacher strategies for classroom behaviour*, Pearson Prentice Hall, Frenchs Forest.

Manning, M & Bucher, K 2001, *Teaching in the middle school*, Prentice-Hall, New Jersey.

Marsh, C 2000, *Handbook for beginning teachers*, 2nd edn, Longman, Sydney.

Ryan, K & Cooper J 2004, *Those who can, teach*, 10th edn, Houghton Mifflin, Boston.

Wood, KE 2005, *Interdisciplinary instruction: a practical guide for elementary and middle school teachers*, 3rd edn, Pearson Education, New Jersey.

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessment	35.00
Practical Experience	90.00
Workshops	40.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	100.00	60.00	19 Jul 2005 (see note 1)
FIELD EXPERIENCE	1.00	0.00	19 Jul 2005 (see note 2)
ASSIGNMENT 3	100.00	20.00	19 Jul 2005
ASSIGNMENT 2	100.00	20.00	19 Jul 2005

### NOTES

1. Assignment due dates will be advised by the examiner.
2. A value of one (1) indicates you have passed the Field Experience component. A value of zero (0) indicates you have not passed the Field Experience component.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
Regular attendance at weekly workshops is expected. Students are required to complete all 15 days of the field experience component of this course. Students unable to attend field experience MUST notify the school and the course examiner.
- 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 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 10% 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:  
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items. Students must also attain a satisfactory performance level from field experience to pass this course.
- 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 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. The Faculty will NOT accept submission of assignments by facsimile. 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.
- 5 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.
- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All assessment items must be submitted with a pass overall gained.
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **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**

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