



The University of Southern Queensland

## Course specification

| <b>Description: Alternative Models of Instruction</b> |         |       |         |      |       |           |
|---|---------|-------|---------|------|-------|-----------|
| Subject   | Cat-nbr | Class | Term    | Mode | Units | Campus    |
| TEA   | 4321    | 40650 | 1, 2005 | EXT  | 1.00  | Toowoomba |

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Academic group:</b>            | FOEDU                      |
| <b>Academic org:</b>              | FOE003                     |
| <b>Student contribution band:</b> | National Priority Teaching |
| <b>ASCED code:</b>                | 070109                     |

### STAFFING

Examiner: Bill Bittel

Moderator: Mark Dawson

### RATIONALE

Educators in all settings should be aware of the rich variety of approaches to teaching which may be employed to develop their own repertoire. The models of instruction presented in this course have been developed from a disciplined inquiry into teaching. The purpose of all teaching is to increase the individual's capacity to learn. Effective teaching will help learners to develop the necessary strategies and techniques needed to educate themselves. John Dewey defined the core of the teaching process as the arrangement of environments within which students can interact and study how to learn. Models of instruction assist educators to create that learning environment.

### SYNOPSIS

In this course students will engage in advanced and critical analysis of instructional practice with particular attention being given to a range of traditional, contemporary mainstream and alternative models of instruction appropriate to a range of desired learning outcomes and learner groups. Students will be required to engage in, and evaluate, a range of these models in the actual delivery of instruction to learners. NOTE: Field (instructional) experience comprises a major component of this course with students being required to undertake some of this instructional experience in educational/training contexts involving adult and/or adolescent learners. 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 this course students will be able to:

1. identify the role of educator in terms of alternative models of teaching which facilitate learning
2. decide and justify the relevance, effectiveness and application of one or more models of teaching to achieve specific education objectives in the particular situation in which the teacher/trainer is working
3. describe the syntax, social system, principles or reaction, support system and application of the model or models which he/she is currently using in a specific context
4. demonstrate in an actual instructional situation the ability to utilise a model or combination of models of teaching in a specific teaching/training environment.

## **TOPICS**

| Description   | Weighting (%) |
|---|---------------|
| 1. The role of the facilitator of learning  | 10.00         |
| 2. Alternative models of teaching   | 10.00         |
| 3. Exemplar models: partners in learning; learning from presentations; non-directive teaching; direct instruction | 50.00         |
| 4. Developing a teaching repertoire   | 30.00         |

## **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).

Joyce, B & Weil, M with Calhoun, E 2004, *Models of teaching*, 7th edn, Allyn & Bacon, Boston.

## **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.

Any recommended reference materials are referred to in the introductory book.

## **STUDENT WORKLOAD REQUIREMENTS**

| ACTIVITY       | HOURS |
|----------------|-------|
| Assessment     | 30.00 |
| Directed Study | 90.00 |
| Private Study  | 45.00 |

## ASSESSMENT DETAILS

| Description                    | Marks out of | Wtg(%) | Due date                    |
|--------------------------------|--------------|--------|-----------------------------|
| INSTRUCT P'MENT & ADV AGR FORM | 999.00       | 0.00   | 24 Mar 2005<br>(see note 1) |
| ESSAY 1500-2000 WORDS          | 999.00       | 40.00  | 22 Apr 2005                 |
| FORM A: INSTRUCT REPORT        | 999.00       | 0.00   | 10 Jun 2005                 |
| WRITTEN REPORT & VIDEO         | 999.00       | 60.00  | 10 Jun 2005                 |

### NOTES

1. Letter grades will be used in this course and displayed in the notes section.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility 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 at least a grade of C- for each assessment item.
- 3 Penalties for late submission of required work:  
In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- 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. Irrespective of grades received on written assignments in this course, students must satisfactorily meet the instructional performance criteria as listed on the Form A (in the Introductory Book) for this course before a passing grade can be awarded.
- 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 All pieces of graded summative assessment in this course will be graded using one of the following letter grades: HD, A, B, C, F or Incomplete. Plus and minus may be used with each of these letter grades.
- 5 Irrespective of grades received on written assignments in this course, students must satisfactorily meet the instructional performance criteria as listed on the Form A (in the Introductory Book) for this course before a passing grade can be awarded.

## **OTHER REQUIREMENTS**

- 1 **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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