



The University of Southern Queensland

Course specification

Description: Curriculum and Pedagogy 2

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRI	2211	51061	1, 2006	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Stephen Smith
Moderator: Shauna Petersen

RATIONALE

The teaching-learning process is a highly complex one, requiring personal reflection and an adeptness on the part of the professional educator in responding to the demands placed upon the teaching profession. The beginning teacher needs to have a critical familiarity with current dominant views of what constitutes curriculum and pedagogy, and of the forces that come into play in advancing some forms of these and retarding the development of alternatives. In becoming familiar with current discourse, the beginning teacher is more empowered to make practical judgements in given contexts.

SYNOPSIS

This course develops the theoretical perspectives presented in Introduction to Curriculum and Pedagogy (EDU1010) and deals with current initiatives in curriculum design, particularly the move to outcomes-based curriculum, and the pedagogical implications of contemporary ideas of knowledge, its construction and practice. The beginning teacher will draw on this content to reflect on curriculum and pedagogical practice in different contexts to demonstrate skills in planning and teaching. Intending students should be aware that they require regular access to electronic resources including email and the Internet. **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. evaluate current curriculum statements, policies and models
2. articulate links between curriculum design, pedagogical choices and student outcomes
3. apply curriculum development principles in planning for teaching and learning
4. discuss the image of the teacher contained within and carried by contemporary curriculum approaches
5. demonstrate skills of planning utilising a variety of pedagogies
6. demonstrate effective use of ICT in their academic work environment
7. demonstrate effective communication skills.

TOPICS

	Description	Weighting (%)
1.	Contemporary notions of learning, pedagogy and curriculum	20.00
2.	Behaviour management micro skills	20.00
3.	Proactive classroom management	20.00
4.	Curriculum design, planning and implementation	20.00
5.	Monitoring and aiding student learning through authentic assessment	20.00

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).

There is no prescribed text for this course.

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.

Brady, L & Kennedy K 2003, *Curriculum construction*, 2nd edn, Prentice Hall, Frenchs Forest.

Marsh, CJ 1999, *Curriculum: alternative approaches, ongoing issues*, 2nd edn, Merrill, Upper Saddle River.

Pirola-Merlo, S 2003, *Relationship management in the primary school: strategies in the legal and social context*, Prentice Hall, Frenchs Forest.

Slattery, P 1995, *Curriculum development in the postmodern era*, Garland, New York.

Smith, DL 2003, *Curriculum: action on reflection*, 4th edn, Social Science Press, Tuggerah.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	50.00
Lectures	12.00
Private Study	79.00
Tutorials	24.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	40.00	40.00	10 Apr 2006 (see note 1)
ASSIGNMENT 2	60.00	60.00	12 Jun 2006 (see note 2)

NOTES

1. Assignment 1 - Written Response: Learning Theories Applied
2. Assignment 2 - Written Response: Classroom Management and Unit Overview

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 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 gained by the student 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 receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the total available weighted marks.
- 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,

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