



The University of Southern Queensland

Course specification

Description: Professional Extension Studies						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	2507	55036	2, 2006	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070105

STAFFING

Examiner: Lesley McAuley-Jones

Moderator: Robyn Henderson

RATIONALE

It is essential that beginning teachers undertake a wide variety of experiences as part of their pre-service teacher preparation. This elective is designed to allow beginning teachers to expand their awareness and understanding of important educational issues beyond the demands of the core curriculum through selection of two (2) modules from the range that will be available each year, depending on staffing and resources. These may include 'An Introduction to ESL', 'Youth Issues', 'Incorporating Indigenous Perspectives Across the Key Learning Areas' and 'ICT and The Thinking Classroom'. Other modules may be added as they become available.

SYNOPSIS

MODULE 1: INTRODUCTION TO ESL. Through this elective, beginning teachers are made aware of the problems faced by students from a non-English speaking background. How a second language is acquired and a range of language teaching methods and strategies and other issues are examined. **MODULE 2: YOUTH ISSUES.** Social and emotional problems in adolescence can adversely affect behaviours and educational outcomes. Schools now use a number of programs to support mental health and well-being of students, such as the Responsible Ability Program, as all teachers now have role in providing a positive school environment and in recognising students who may be in need of support. **MODULE 3: INCORPORATING INDIGENOUS PERSPECTIVES ACROSS THE KEY-LEARNING AREAS.** This module will provide an opportunity for beginning teachers to gain an understanding of the diverse cultural contexts experienced by secondary school-aged Australian Indigenous students in their quest for educational outcomes commensurate with other Australian students. Effective pedagogical practices including the selection and use of appropriate human, fiscal and material resources will be considered and evaluated. **MODULE 4:** This module assists pre-service teachers to manage the poverty of abundance, where the amount of information is overwhelming, a quality information may be difficult to locate. Pre-service teachers will be introduced to strategies to develop questioning and thinking within their classroom. Using ICTs they will create scaffolded activities for students to move through the information literacy process, modelling powerful questions which require thinking beyond the regurgitation of facts. **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. Introduction to ESL: understand the range of problems facing ESL students; understand how students acquire a second language; examine a range of language teaching methods; examine a number of ESL teaching strategies; develop the necessary skills to assist ESL students in the classroom
2. Youth Issues: understand the issues involved in youth suicide and self-harm behaviours; identify possible risk factors and signs for suicidal and at risk behaviours in young people; evaluate situations requiring a response to suspected intention of suicide or self harm behaviours; identify appropriate personnel and procedures within the school system; examine appropriate teacher approaches to suicide/at risk behaviours; identify and organise a wide range of resources available to schools, teachers and the wider community as part of a presentation folder
3. Incorporating Indigenous Perspective across the Key-Learning Area: understand and appreciate the diverse cultural context of Australian Indigenous students in secondary schools; be informed of the secondary schooling options and the implications of these; identify pedagogical practices for acknowledging and addressing these diverse situations; identify effective human, fiscal and material resources for the provision of a quality schooling; identify determinants of Australian Indigenous success and ways of enhancing success amongst students through the promotion of positive and the addressing of negative determinants
4. ICT: describe and discuss approaches to the use of ICT to support critical, creative and complex thinking; apply software tools to the analysis and solution of problems; make informed and substantiated judgements about the value of particular software and Internet tools for their own work; describe and discuss the integration of software tools in the classroom; evaluate software and Internet tools for classroom use; use ICT to search for, assemble, and evaluate information; distinguish among and generate the different types of questions which may be asked by teachers to support learning; develop activities using a range of questioning and scaffolding levels; create questions to assist in the development of new knowledge; use ICT to create activities that engage students in learning and thinking; plan curriculum delivery which embeds ICT in a thinking classroom; demonstrate knowledge of course content using appropriate modes and conventions of expression.

TOPICS

Description	Weighting (%)
1. Choose two of the following topics:	100.00
1.1. Introduction to ESL: introduction to ESL; overview of language learning and teaching methods; learner's needs and the functions of language; second language acquisition (the learner's viewpoint; beliefs, theory, research, practice); (i) teachability and learnability, (ii) language teaching syllabi; the Australian Language Learning (ALL) Guidelines; ESL Teaching Strategies	
1.2. Youth Issues: background information about youth suicide in Australia; investigation of specific target groups; awareness of methods of suicide and attempted suicide and causes of youth suicide; signs of possible suicide/at risk behaviour and myths involved; appropriate responses to a sign of possible suicide/at risk behaviour; obtaining help with the school context; prevention strategies: what the school and teacher can do - a curriculum-based approach	
1.3. Incorporating indigenous perspective across the key-learning area: situation analysis in secondary schooling for Indigenous students including cultural contexts, schooling options, determinants of success, pedagogical and learning practices; school community and student expectation and outcomes; positive learning environments based on cultural inclusivity; effective pedagogical practices; evaluating, accessing and using effective resources	
1.4. ICT and the thinking classroom: problem solving, critical thinking and the curriculum, curriculum planning for thinking; effective questioning techniques and levels, planning and implementing questioning activities; ICT for developing and supporting thinking, semantic organisation tools, interpretation tools, knowledge construction tools, conservation tools; implementing software tools in the classroom, evaluating digital resources	

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).

Incorporating Indigenous perspective across the key-learning areas (module booklet from Kumbari Ngurpai)

Youth issues (CD ROM)

ICT and the thinking classroom module booklet
OPACS, Introduction to ESL, USQ, Toowoomba (CD ROM)

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.

All references included in module booklets

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	20.00
Directed Study	40.00
Lectures	20.00
Private Study	60.00
Tutorials	20.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	50.00	50.00	23 Oct 2006
ASSIGNMENT 2	50.00	50.00	30 Oct 2006 (see note 1)

NOTES

1. Students have a choice of either completing a portfolio and presentation, or an essay and lesson plans.

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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval of the examiner then a penalty of 5% 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 assessment items and must achieve at least 50% of the total weighted marks available for the 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 aggregate of the weighted 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:
As there are no examinations in this course, there will be no Deferred or Supplementary examinations.
- 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 IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
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