



The University of Southern Queensland

## Course specification

<b>Description: Designing Educational Programs</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	3401	55050	2, 2006	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>	070303

### STAFFING

Examiner: Catherine Arden

Moderator: Mark Dawson

### REQUISITES

Pre-requisite: (TEA2301 or TEA2302) and FET3102 and FET4220

### RATIONALE

Professionals involved in education and training are subject to the effects of dynamic and significant reform. One of the impacts of this reform agenda is an increased need for the development and implementation of learner-centred and client-focussed approaches to program design. Increasingly, educators and trainers are required to identify and address the learning needs of specific groups and individual learners at the micro level, as well as analysing and responding to unique and specific training and development needs of organisations and other industry parties. This course aims to build the capacity of educators and trainers to respond to these contemporary and emerging demands.

### SYNOPSIS

In this course learners will examine sources, models and contexts of curriculum and program design to enable them to analyse curriculum documentation relevant to their context to inform the development of an education/training program that will respond to an identified training/learning need. Students will design, implement and justify a program of instruction (series of integrated sessions) within their instructional setting and critically analyse both their decision-making processes and instructional outcomes. **NOTE:** Students enrolling in this course should have access to an actual instructional program in an approved education or training situation. **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 an understanding of foundations, sources and models of curriculum development and program design through an analysis of context specific documentation
2. identify and analyse learning/training needs of individuals and groups in organisations and educational settings to inform program design
3. demonstrate an ability to design and implement a program of instruction based on a nominated curriculum document to meet identified needs
4. critically analyse and justify instructional design and implementation decision-making.
5. prepare and validate an educational/training program designed to meet some identified needs.

## **TOPICS**

	Description	Weighting (%)
1.	Foundations and models of curriculum development and program design	10.00
2.	Analysis of context documentation	20.00
3.	Identifying and responding to training/learning needs	20.00
4.	Considerations in program design	15.00
5.	Implementation issues	15.00
6.	Critical reflection and analysis of decision-making	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 set 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.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	60.00
Directed Study	105.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
TEACHING PLACEMENT AGREEMENT	1.00	1.00	04 Aug 2006 (see note 1)
PROGRAM DESIGN	60.00	60.00	01 Sep 2006
ANALYSE DECISION MAKING	38.00	38.00	03 Nov 2006
TEACHING REPORT, VIDEO & DIARY	1.00	1.00	03 Nov 2006 (see note 2)

### NOTES

1. Please refer to information provided under 'OTHER REQUIREMENTS' below.
2. Please refer to information provided under 'ASSESSMENT NOTES' below.

## 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 50% of the marks available or 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 receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course. Irrespective of grades received on written assignments for this course, students must satisfactorily meet the Instructional Performance criteria outlined 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. Any non-graded assessment requirements will have to be satisfactorily met for students to pass 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. 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 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 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 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.
- 7 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).

- 8 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.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Each assessment item must be submitted.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 12 Irrespective of grades received on written assignments in this course, students must satisfactorily meet the instructional performance criteria as listed on the Teaching Competency Report and demonstrated in their video, and submit their teaching diary/log, before a passing grade can be awarded.

## **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:**  
<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.
- 4 This course involves both a theory and a practical component. Information about the theory component is provided in the previous sections. The practical component requires students to negotiate a professional experience placement in an approved instructional setting that will involve opportunities for planning, implementation and evaluation of actual instruction for a minimum of 25 hours during the period of their enrolment in the course. The nature of the approved instructional setting depends on program enrolment. For students in the BEd(FET), and hence seeking teacher registration, these 25 hours contribute to the overall professional experience requirements set out by the Queensland College of Teachers. Specifically, students will be required to: 1. Ensure that they have obtained and submitted evidence (to the Professional Experience Office) of possession of a current Working with Children Suitability Card prior to undertaking any professional experience. 2. Make arrangements to undertake a supervised practicum in an approved instructional setting and submit the Teaching Placement Agreement Form to the Course Examiner with required attachments for approval prior to commencing any instructional experience. 3. Receive a letter of approval from the Professional Experience Office before commencing the placement. 4. Arrange for supervision during their practicum from a suitably qualified and experienced Teaching Mentor/Supervisor, who will complete formative and summative assessments of students' teaching (special requirements exist for BEd(FET) students). 5. Obtain permission utilising the appropriate Video Clearance Forms for one of their instructional sessions to be videotaped for assessment by the Course Examiner. 6. Maintain a Professional

Experience Diary in which details of each instructional session are entered for submission to the Course Examiner prior to completion of the course. NB: Students who do not adhere to these requirements will be deemed not to have successfully completed the course.

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