



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Alternative Models of Instruction

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	4321	74467	1, 2008	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070109

STAFFING

Moderator: Mark Dawson

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

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.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. 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 (Assignments 1 and 2)
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 (Assignments 1 and 2)
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 (Assignments 3 and 4)
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. (Assignments 3 and 4)

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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here... <http://www.usq.edu.au/library/faculties/education/default.htm>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	90.00
Private Study	45.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TEACHING PLACEMENT FORM	1.00	1.00	28 Mar 2008 (see note 1)
ESSAY 1500-2000 WORDS	40.00	40.00	24 Apr 2008
SUMMATIVE COMPETENCY REPORT	1.00	1.00	13 Jun 2008 (see note 2)
WRITTEN REPORT & VIDEO	60.00	60.00	13 Jun 2008

NOTES

1. A mark of one (1) indicates you have passed the Teaching Placement Form component. A mark of zero (0) indicates you have not passed the Teaching Placement Form component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.
2. A mark of one (1) indicates you have passed the Summative Competency Report component. A mark of zero (0) indicates you have not passed the Summative Competency Report component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course.

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 for each assessment item.
- 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 may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 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 and must satisfactorily complete the sector-based professional experience.
- 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 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, 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 and passed. 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 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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