



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: Foundations of Curriculum and Pedagogy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDC	1400	91488	2, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070100

STAFFING

Examiner: Michele McGill
Moderator: Alison Mander

RATIONALE

In times of rapid social and economic change, and where Education Authorities mandate and implement curricula and pedagogical initiatives, educators require sound competence to comprehend and manage these directives. An understanding of curriculum and pedagogy is viewed as an essential component of an educator's repertoire of skills and competencies. Students will reflect on their past experiences and current knowledge to begin to develop justifiable theories about their professional action in a learning context and apply these theories to their own learning and teaching contexts.

SYNOPSIS

This course will focus on a beginning understanding of curriculum and pedagogy and how educators might create relevant and meaningful teaching to enhance student learning, in a range of educational settings. Beginning educators will be introduced to selected theories of curriculum and (at times contested) notions of pedagogy. The basics of curriculum planning and pedagogical practice across a variety of learning contexts and curriculum areas will also be introduced. Students in this course will reflect on their past experiences and current knowledge in relation to their practical experience in schools or other learning and teaching contexts. Those already working as trainers in TAFE colleges and other industry settings will use their understanding of the theory to inform their current and future practice. Curriculum decision making and pedagogical practices will be developed as a collaborative and systematic process. A 10 day professional experience placement is attached to this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

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 completion of this course students will be able to:

1. demonstrate knowledge of contemporary state, national and international curriculum policies, professional standards and documents specific to the industry or educational setting (Assignment 1)
2. display knowledge, skills and conceptions of curriculum theories and pedagogical processes and how these inform ICT pedagogies (Assignment 1)
3. demonstrate skills in collaborative planning, implementation and evaluation of learning contexts using multi-modal representations of knowledge (Assignment 2 and 3)
4. demonstrate an ability to plan for relevant, meaningful and engaging teaching and learning experiences using a repertoire of concepts and teaching strategies (Assignment 2 and 3)
5. need to teach aspects of observation and demonstrate knowledge of a range of assessment and evaluation approaches and their application Assignment 2 and 3)
6. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

TOPICS

	Description	Weighting (%)
1.	An introduction to curriculum theory	10.00
2.	The elements of curriculum: Outcomes/objectives; content; teaching strategies; authentic assessment practices and evaluation	10.00
3.	Models of teaching:	10.00
4.	Current curriculum frameworks and reforms: Appropriate syllabus documents or requirements that are appropriate to the specific context of the learning environment	20.00
5.	Introduction to planning for learning: Needs and context analysis; episodes-individual, group and whole class; lessons; weekly planning; integrated planning; authentic assessment: competency-based training and assessment	15.00
6.	Pedagogical knowledges: Learner-centredness; focused observation of students; selection of teaching strategies; group work; learner self-directedness; climate setting; diversity and inclusion; development of vocational expertise	20.00
7.	Theorising about teaching practice: Self-evaluation; recognition of values; 'Hidden Curriculum'; critical reflection/reflective practitioner; professional and workplace learning; communities of practice	15.00

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).

Eggin PD & Kauchak, DP 5, *Strategies and Models for Teachers*, Pearson, Boston.

Frangenheim, E 2007, *Reflections on classroom thinking strategies*, 9th edn, Rodin Educational Publishing, Loganholme, Queensland.

Tovey, MD & Lawler, DR 2008, *Training in Australia: design, delivery, evaluation, management*, 3rd edn, Frenchs Forest, NSW, Pearson Education Australia.

(For TVET and Vocational Students)

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.

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>

Fetherston, T 2006, *Becoming an effective teacher*, Thomson, South Melbourne, Victoria.

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

Killen, R 2007, *Effective teaching strategies. Lessons from research and practice*, 4th edn, Social Science Press, Australia.

Marsh, C 2004, *Becoming a teacher*, 4th edn, Frenchs Forest, NSW, Pearson Education: Australia.

Smith, DL & Lovat, TJ 2003, *Curriculum. Action on Reflection*, Social Science Press, Tuggerah, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	40.00
Lectures and Tutorials	40.00
Private Study	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIG 3 -PROF EXPERIENCE	1.00	1.00	22 Jul 2009 (see note 1)
ASSIG 1 - CRITICAL ANALYSIS	40.00	40.00	31 Aug 2009 (see note 2)
ASSIG 2- EVALUATION EXPERIENCE	60.00	60.00	13 Nov 2009 (see note 3)

NOTES

1. A mark of one (1) indicates you have passed the Professional Experience component. A mark of zero (0) indicates you have not passed the Professional Experience component. The weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Professional Experience dates as per the Professional Experience Timetable.
2. Full name of assessment: Critical analysis and discussion of curriculum
3. Full name of assessment: Development, implementation and evaluation of a learning experience.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
ON-CAMPUS MODE: It is the students' responsibility to attend and participate appropriately in all activities 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.
EXTERNAL AND WEB MODE: There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them including discussion fora 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 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 satisfactorily complete the sector-based practical component/s.
- 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>

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and have Internet access to UConnect for this course.
 - 2 **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.
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