



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: The Emergent Professional

| Subject | Cat-nbr | Class | Term    | Mode | Units | Campus    |
|---------|---------|-------|---------|------|-------|-----------|
| EDC     | 4100    | 91370 | 2, 2009 | ONC  | 1.00  | Toowoomba |

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Academic group:</b>            | FOEDU                      |
| <b>Academic org:</b>              | FOE002                     |
| <b>Student contribution band:</b> | National Priority Teaching |
| <b>ASCED code:</b>                | 070100                     |

### STAFFING

Examiner: Rick Churchill  
Moderator: Michele McGill

### OTHER REQUISITES

It is recommended that students enrol in this course in the final semester of their degree.

### RATIONALE

This course provides opportunities for students to reflect on and synthesise their learning in relation to their professional identities as contemporary educators. Students will draw on their learning in core courses and in their specialisation areas. They will develop deeper understandings of professional ethics, legal perspectives, local and global perspectives, the contexts and conditions framing pedagogies/andragogies and educators' life trajectories (in relation to educator identity/ies, professional and personal resilience and sustainability). Engaging in critical analysis of current contexts and conditions in education, emergent professionals will also be able to reflect on and articulate how their attitudes and views reflect the ethics of global citizens.

### SYNOPSIS

Students enrolled in EDC4100 will engage with transformative pedagogies/andragogies in the context of contemporary case studies that reflect local, national and global issues in education. Students will develop workable responses to real world case studies and will be able to make connection to personal and collective efficacy. This will draw on the prior learning and experiences that inform their personalised frameworks of practice that delineate the roles and responsibilities of educators as global citizens and contemporary educators. Emergent professionals will be able to make connections between theory and practice and the professional standards for educators (QCT, EQ, national and/or global as appropriate) and will document these connections through a personalised e-portfolio. They will also identify future learning goals that will support their professional identities, resilience and sustainability in complex and fluid educational contexts. 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 a capacity to work in an ethical, critical and reflective manner to problem solve real world educational issues. (Case Study and Portfolio)
2. demonstrate an understanding of their roles and responsibilities as members of professional communities (local, national, global) and be able to articulate their roles and responsibilities in these contexts. (Case Study and Portfolio)
3. demonstrate an awareness of advocacy work that reflects deep understanding of ethics and the law. (Case Study and Portfolio)
4. demonstrate an understanding of traditional and non-traditional western and non-western frameworks as they relate to contemporary educational contexts. (Portfolio)
5. demonstrate understanding of strategies designed to establish a personalised network that will support their first year entry into professional life. (Portfolio)
6. articulate clearly their theorised and personalised frameworks which will guide their first year of professional practice. (Portfolio)
7. demonstrate a capacity for self directed learning as well as a capacity to work with communities of practice. (Case study and Portfolio)
8. demonstrate a high level of understanding and application of academic information literacy. (Case Study and Portfolio)
9. demonstrate their engagement with and application of ICTs in professional life (Portfolio)
10. demonstrate a capacity to draw on resources and understandings collated over duration of the degree in the development of their personalised e-portfolio for EDC4100. (Portfolio)
11. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessments)

## TOPICS

|    | Description  | Weighting (%) |
|----|--|---------------|
| 1. | Ethical, critical and reflexive educational practitioners  | 15.00         |
| 2. | Theoretical frameworks for educators' emergent professionalism   | 15.00         |
| 3. | Personalised frameworks for educators' practice  | 15.00         |
| 4. | Re-examining traditional and non-traditional western and non-western frameworks as they relate to contemporary educational contexts. In particular, students will need to complete an Indigenous Cultural Awareness program. | 15.00         |
| 5. | Educators as members of localised and globalised communities   | 15.00         |
| 6. | Educators and the law (local and global)   | 15.00         |
| 7. | Students will be engaged in a discussion that will inform their application for employment and the role of a personalised e-portfolio.   | 10.00         |

## **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).

## **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>

## **STUDENT WORKLOAD REQUIREMENTS**

| ACTIVITY          | HOURS |
|-------------------|-------|
| Directed Study    | 70.00 |
| Independent Study | 70.00 |

## **ASSESSMENT DETAILS**

| Description                 | Marks out of | Wtg (%) | Due date                    |
|-----------------------------|--------------|---------|-----------------------------|
| ANALYSIS CONTEMP CASE STUDY | 50.00        | 50.00   | 12 Oct 2009<br>(see note 1) |
| PERSONALISED E-PORTFOLIO    | 50.00        | 50.00   | 23 Oct 2009                 |

### **NOTES**

1. Full assessment title: Analysis of contemporary case study

## **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.

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>