



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: Introduction to Curriculum and Pedagogy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	1010	87490	1, 2009	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070300

STAFFING

Examiner: Michele McGill
Moderator: Rick Churchill

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

In times of rapid social and economic change, and where Education Authorities mandate and implement curricula and pedagogical initiatives affecting major sectors, pre-service teachers require sound competence to comprehend and manage these directives. An understanding of curriculum and pedagogy is viewed as an essential component of a pre-service teacher's repertoire of skills and competencies. This course will focus on a beginning understanding of curriculum and pedagogy and how teachers might create relevant and meaningful teaching to enhance student learning, in a range of educational settings. Students will reflect on their past experiences and current knowledge to begin to develop justifiable theories about their professional action in a learning context.

SYNOPSIS

This course focuses on the integrative and interconnected nature of curriculum and pedagogy and how teachers might create relevant and meaningful teaching and 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 will reflect on their past experiences and current knowledge in relation to observation on visits to schools and centres. Curriculum decision making and pedagogical practices will be developed as a collaborative and systemic process.

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 current innovative state, national and international curriculum policies and documents (Assessment items 1, 2, 3 and 4)
2. display knowledge, skills and conceptions of curriculum and pedagogical processes (Assessment items 1, 2, 3 and 4)
3. demonstrate skills in collaborative planning, implementation and evaluation of learning contexts using multi-modal representations of knowledge (Assessment items 1, 2, 3 and 4)
4. demonstrate an ability to plan for a problem-centred and creative learning environment using a repertoire of concepts and teaching strategies (Assessment items 3 and 4)
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assessment items 2, 3 and 4)

TOPICS

	Description	Weighting (%)
1.	The elements of curriculum: outcomes/objectives; content; teaching strategies; assessment and evaluation	10.00
2.	Models of teaching	10.00
3.	Current curriculum frameworks and reforms: EQ 2010; Essential Learnings & QCAR & appropriate syllabus documents	30.00
4.	Introduction to planning for learning: episodes-individual, group and whole class; lessons; integrated planning; authentic assessment	15.00
5.	Pedagogical knowledges: Learner-centredness; focussed observation of students; selection of teaching strategies; group work	20.00
6.	Theorising about teaching practice: self-evaluation; recognition of values; 'hidden curriculum'; critical reflection	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).

Eggen, PD & Kauchak, DP 2006, *Strategies and models for teachers: teaching content and thinking skills*, 5th edn, Pearson/Allyn & Bacon, Boston.

Frangenheim, E 2007, *Reflections on classroom thinking strategies*, 8th edn, Rodin Educational Publishing, Springwood, QLD.

McLeod, JH & Reynolds, R 2003, *Planning for learning*, Social Science Press, Tuggerah, NSW.

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>

Brady, L & Kennedy, K 2003, *Curriculum construction*, 2nd edn, Prentice Hall, Frenchs Forest, NSW.

Costa, AL & Kallick, B 2000, *Activating and engaging habits of mind*, ASCD, Alexandria, VA.

Fetherston, T 2007, *Becoming an effective teacher*, Thomson, South Melbourne.

Joyce, B, Weil, M & Calhoun, E 2004, *Models of teaching*, 7th edn, Allyn & Bacon, Boston.

Killen, R 2007, *Effective teaching strategies: lessons from research and practice*, 4th edn, Social Science Press, Katoomba, NSW.

Marsh, C 2008, *Becoming a teacher*, 4th edn, Pearson Education Australia, Frenchs Forest, NSW.

Provenzo Jr, EF, & Blanton, WE 2005, *Observing in schools*, Pearson, Boston.

Smith, DL & Lovat, TJ 2003, *Curriculum: action on reflection*, 4th edn, Social Science Press, Tuggerah, NSW.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	30.00
Directed Study	22.00
Lectures and Tutorials	38.00
Private Study	40.00
Professional Experience	35.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
OPEN BOOK TEST 1	40.00	40.00	27 Feb 2009 (see note 1)
PROFESSIONAL EXPERIENCE	1.00	1.00	14 Apr 2009 (see note 2)
REFLECTION	20.00	20.00	24 Apr 2009 (see note 3)
OPEN BOOK TEST 2	40.00	40.00	05 Jun 2009

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in

their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm
This course is being offered as a once only special offer in an intensive face-to-face mode of two sets of three days (February 25-27th 2009 and early June TBA) at the Toowoomba campus only.

2. Students must successfully undertake the 5 days professional experience component and the academic component to pass this course. 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. Examiner to advise the due date.
3. If for some reason the professional experience component is delayed, the reflection and Essay 2 will be due the Monday immediately after completion of that professional experience.

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. To ensure that students can satisfy the objectives of the Professional Experience component of the course, attendance and active participation in lectures and tutorials in this course prior to undertaking Professional Experience is highly recommended.
- 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.
- 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 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 obtained for each of the summative assessment items in the course.
- 6 Examination information:
There will be no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations for 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.
- 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 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 Students must successfully undertake the 5 days professional experience component and the academic component to pass this course.

OTHER REQUIREMENTS

- 1 **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.
