



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: Teachers Practical Theories

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5223	86408	1, 2009	EXT	1.00	Toowoomba

Academic group:

FOEDU

Academic org:

FOE002

Student contribution band:

National Priority Teaching

ASCED code:

070303

STAFFING

Examiner: Michele McGill

Moderator: Dorothy Andrews

RATIONALE

It is now widely recognised that the ways in which teachers carry out their professional tasks are shaped by notions about how to teach which are, by and large, the products of on-the-job learning. These notions about how to teach are referred to as practical theories because they serve many of the functions of theories. They provide the basis for action in both planning and classroom practice and they allow teachers to interpret and predict classroom events and to explain why they teach the way they do. The practical theories of teachers are individualistic, context-specific and often largely implicit. They are highly significant because they guide what teachers do and determine teachers' levels of teaching effectiveness. Moreover, the introduction of any reforms in teaching or improvements to effectiveness levels depends on teachers reflecting on, and internalising, the proposed reforms and then, where they are prepared to adopt or adapt them, actively adjusting or reconstructing their practical theories to reflect their new conceptions of practice. Because teachers and their practical theories are the keys to reform and improvement in teaching, it is important that teachers be aware of the substance and structure of their practical theories. Such awareness is an essential prerequisite for critical reflection on their teaching and the practical theories which shape practice.

SYNOPSIS

This course has been designed to familiarise teachers with the nature of practical theories in general and to provide opportunities for teachers to make explicit their own practical theories. The course will begin with an exploration of the origins and characteristics of teachers' practical theories. The challenges of making practical theories explicit will be discussed along with techniques for their articulation. There will also be a major focus on the elements and structure of practical theories, that is, on the various ways in which teachers represent their practical knowledge and theories and on the links among such elements. 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 successful completion of this course students will be able to:

1. understand the directions and causes of changes in society and identify consequences of such changes for teaching and education (Assignment 1)
2. explain the meaning, origins, development and characteristics of practical theories of teaching (Assignment 1)
3. explain the significance of practical theories in relation to quality teaching and educational reform (Assignment 1)
4. outline and comment critically on the different ways teachers have of representing the substance and structure of their practical theories (Assignment 1)
5. outline and comment critically on ways of articulating practical theories (Assignment 2)
6. articulate key elements of their own practical theories and provide justification for them (Assignment 2)
7. synthesise these elements into a coherent framework representing their own practical theories of teaching (Assignment 2)
8. subject their own practical knowledge and theories to critical assessment. (Assignment 2)

TOPICS

	Description	Weighting (%)
1.	Change in society and education - directions, causes and implications	5.00
2.	Practical theories - definition, epistemological bases and characteristics	10.00
3.	Origins, development and significance of practical theories	15.00
4.	Elements of practical theories - beliefs, metaphors, images, strategies, teacher attributes etc	30.00
5.	The structure of practical theories	10.00
6.	Articulation of practical theories - challenges and techniques	10.00
7.	Review of practical theories	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).

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.

Journals including the following: Educational Researcher, Curriculum Inquiry, Journal of Teacher Education, Harvard Educational Review and Asia-Pacific Journal of Teacher Education Teaching Australia Website

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>

Batten, M, Marland, P & Khamis, M 1993, *Knowing how to teach well: teachers reflect on their classroom practice*, ACER Research Series, Melbourne.

(Monograph No: 44)

Clandinin, DJ, Connelly, F with C Craig 1995, *Teachers professional knowledge landscapes*, Teachers College Press, New York.

Loughran, J 2006, *Developing a pedagogy of teacher education Understanding teaching and learning about teaching*, Routledge, London.

Marland, P 2007, *Learning To Teach*, Pearson Education Australia, French's Forest, NSW.

Schon, D 1995, *The reflective practitioner: how professionals think in action*, 2nd edn, Arena Basic Books, New York.

van Manen, M. 1991, *The tact of teaching*, State University of New York Press, Albany, NY.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	45.00
Directed Study	120.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	40.00	40.00	24 Apr 2009 (see note 1)
ASSIGNMENT 2	60.00	60.00	12 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

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 satisfactorily complete an individual assessment item a student must achieve 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.
- 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 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.

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.
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