



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: Teaching and Learning in Contemporary Contexts: Theory and Practice

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8701	96354	3, 2009	WEB	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070303

STAFFING

Examiner: Catherine Arden
Moderator: Karen Noble

OTHER REQUISITES

Access to an educational setting is a requirement for satisfactory completion of assessment items.

RATIONALE

Educators at all levels need to engage in ongoing interrogation and reformulation of their assumptions about learning and teaching. Contemporary educators must be able to respond effectively to changing contexts, learner demands and organisational imperatives. This course will support beginning and experienced educators to develop an understanding and appreciation of the complexities of learning and teaching in contemporary contexts.

SYNOPSIS

This course provides opportunity for beginning and more experienced educators to develop and refine their knowledge, skills and capacity to effectively facilitate learning in context. Through analysis of contemporary learning theory and critical incidents, learners will be challenged to explore, reflect on and question their understandings and assumptions about learning and teaching. Engagement with critically reflective practice and development of a teaching and learning portfolio provide students with a solid foundation for ongoing professional development, growth and renewal.

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. demonstrate insight into the role of educator and the complexities associated with that role through a critical reflection on their personal construct of 'educator' in contemporary learning contexts (Assignments 1 and 2).

2. demonstrate awareness of decision-making processes and their impact on effective teaching and learning in context (Assignment 2).
3. demonstrate an ability to plan, justify, implement and evaluate teaching and learning opportunities appropriate to the needs of the learners in their particular educational context (Assignment 2)
4. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assignment 1 and 2)

TOPICS

	Description	Weighting (%)
1.	Contemporary learning theories and their application in context	20.00
2.	Teachers and learners: Identities, roles, responsibilities and relationships	20.00
3.	Conceptualising, planning and decision-making	30.00
4.	Facilitating effective individual and group learning	10.00
5.	Managing learning processes and environments	10.00
6.	Reflective practice in teaching and learning	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).

There is no set text for this course.

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
Assessments	40.00
Directed Study	125.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ESSAY AND CASE NARRATIVE	50.00	50.00	14 Dec 2009 (see note 1)
TEACHING AND LEARNING PORTFOLIO	50.00	50.00	29 Jan 2010 (see note 2)

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
Course Examiner will advise the specific Submission dates.
2. 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 participate appropriately in all activities 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. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course).
- 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>