



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: Internship: Professional Project

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
PRI	4001	96248	3, 2009	ONC	1.00	Springfield

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070103

### STAFFING

Examiner: Joan Conway  
Moderator: Agli Zavros

### REQUISITES

Pre-requisite: PRT2201 and PRT2202 and PRT3201 and PRT3202 and PRT4201 and PRT4202

### OTHER REQUISITES

In order to be admitted to the internship, pre-service teachers must have successfully completed all components of the first seven semesters of study. This specifically includes the completion of the full 80 days of supervised professional experience associated with the six courses PRT2201, PRT2202, PRT3201, PRT3202, PRT4201 and PRT4202. 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

This course is one of three courses in the final semester of the BPMU which together provide a capstone to a four year degree. The process of transition from identifying as a student to that of a professional practitioner will be assisted by the organisation of the whole semester offering. The delivery of all three courses (PRT4000, PRI4001 and PRI4002) is intended as an interlinking suite of courses to be undertaken in the final semester to develop praxis and support the learning of the emergent practitioner as a reflective, knowledgeable and responsible professional. It is often difficult for pre-service teachers to appreciate the interrelatedness of the theory they study at University and the pedagogical experiences in school settings. Schools are complex organisations faced with a myriad of challenges and agendas for change. This course seeks to redress these two issues through connecting the pre-service teacher's Internship experience to a significant project identified by the host school as related to educational improvement in that context. The Intern will contribute to the project in collaboration with school-based personnel, thus providing the school with both time and human resources not normally available for such ventures and providing the

Intern with direct personal involvement in an educational milieu where theory informs practice and practice informs theory.

## **SYNOPSIS**

As one element of the process of negotiation of Internship arrangements between the Faculty of Education and host schools, a school improvement priority area will be identified. Interns and other personnel identified by the school will collaborate on this project, using the resources generated by the Intern's presence in the host school for extended periods during the second semester of the school year. Staff of the Faculty of Education will participate in these projects through on-campus or electronic learning and discussion groups throughout the period of the Internship. Intending students should be aware that regular access to electronic resources including email and the Internet will be desirable.

## **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. undertake research and other support activities related to a formal process of educational improvement in a learning community (Project and reflections)
2. contribute to a formal educational improvement process in collaboration with school personnel (Project and reflections)
3. present the products of the research project through various modalities within learning communities (Project and reflections)
4. demonstrate competence in and appropriate use of language and literacy (with some added focus on written language and scholarly writing) including spelling, grammar, punctuation and bibliographic referencing (Project and reflections).

## TOPICS

Description	Weighting (%)
<p>1. Teaching and learning in all three courses (PRT4000, PRI4001 and PRI4002) will require students to be actively engaged in the development of their learning within learning communities. Teaching of course specific topics will be overtly linked across the three courses and students will be required to demonstrate their understanding and application of these topics in their learning communities. These learning experiences will support the emergent practitioner in their commitment to reflective practice, professional growth, and demonstration of professional standards for teachers (e.g. QCT) and USQ graduate attributes. The main focus for PRT4001 is:</p> <p>1.1. Teacher as researcher of a specific educational issue.</p> <p>1.2. Research design- relevant literature.</p> <p>1.3. Action research- related methodology.</p> <p>1.4. Ethical issues in school communities research.</p> <p>1.5. Implementation and monitoring of the research progress.</p> <p>1.6. Reporting the research- written and oral.</p> <p>1.7. Professional presentation.</p>	100.00

## 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).

Professional Internship Book of Readings.

Cole, K 2000, *Crystal clear communication: skills for understanding and being understood*, Prentice Hall, Sydney.

## 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
PROJECT PROPOSAL & REFLECTIONS	35.00	35.00	10 Dec 2009 (see note 1)
FINAL PROJECT PAPER & REFLECT	65.00	65.00	28 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](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)  
Your assessment will include the satisfactory completion of the electronic submission of a project proposal and the related professional reflections.
2. As for note 1, for the final project and the related professional reflections.

## 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.
- 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 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 aggregate of the weighted marks/grades 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 email and 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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