



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: Contemporary Learning Environments

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	2205	87137	1, 2009	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Examiner: Petrea Redmond  
Moderator: Alison Mander

### REQUISITES

Pre-requisite: TEA2204

### 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

Teachers are grappling with significant changes in educational initiatives, curriculum, societal expectations and the concept of teaching in the 21st Century. What does it mean to teach in a world of multiliteracies where lifelong learning is promoted more highly than the traditional content; where the knowledge of information is surpassed by the process of locating and synthesizing information for a purpose; where the traditional 3Rs sit alongside the 3Ts (thinking, teamwork and technology); and where ICTs pervade? Adolescent learners demand an integrated curriculum which is relevant and learning activities that will enable them to gain skills which can be used beyond their schooling. This course builds on previous studies and provides beginning educators opportunities to continue to build their own personal pedagogical practice, to redefine these in light of their workplace experiences, and provides familiarity with the literature on effective teaching and learning. Students will investigate what it means to be an educator in the 21st century, examine current curriculum, assessment and pedagogy in an integrated context.

### SYNOPSIS

This course seeks to provide learning opportunities (both on-campus and in professional experience) that will require pre-service teachers to play an active role in the construction of their own pedagogical practice and the development of professional expertise in planning and delivering

effective teaching and learning. Effective teachers question, criticise and reformulate their assumptions about the nature of their work. Reflective practice promotes continued analysis, critique and interpretation of curriculum and pedagogical initiatives that impact on the work of educators. Through a range of on-campus and professional experience-related activities, the course aims to provide opportunities for students to develop their general pedagogical knowledge, curriculum knowledge and pedagogical content knowledge. Content knowledge refers to those broad principles and strategies of management and organisation that appear to transcend subject matter. Curriculum knowledge refers to particular grasp of materials and programs that serve as 'tools of trade' for teachers, and pedagogical content knowledge is seen as a special amalgam of content and pedagogy that is uniquely the province of educators - their own form of professional understanding. Students undertaking this course are required to complete a 15 day professional experience placement in an approved educational setting.

## 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. Knowledge and understanding of a range of planning, teaching and classroom management techniques (Professional Experience and pedagogical practices)
2. be conversant with the models and strategies of effective teaching in secondary classrooms (All assessment items)
3. reflect critically on their teaching practices (All assessment items)
4. demonstrate knowledge and understanding of the purposes, techniques and principles of student assessment (All assessment items)
5. demonstrate knowledge, understanding and implementation of classroom observation, communication, planning, management, assessment and self reflection in a professional manner which meets the needs of students and the educational context (All assessment items)
6. design and develop cross curricular unit planning with peers (Assignment 1)
7. adapt teaching approaches to suit the students, the objectives and the educational context (Assignment 3 and Professional Experience)
8. explore self as a teacher, reflecting on prior experience and teaching and learning theories (Assignment 2)
9. Students must actively participate in all workshop sessions to ensure professional skills are at a sufficient level to participate in Professional Experience.
10. demonstrate the ability to integrate ICT into curriculum planning (Assignment 1)
11. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (All assessment itmes)

## TOPICS

	Description	Weighting (%)
1.	Planning and teaching for improved learning outcomes	50.00
2.	Evaluation and assessment	20.00
3.	Reflective practice	30.00

## 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).

Kellough, R 2007, *A resource guide for teaching K-12*, 5th edn, Merrill, Upper Saddle River, NJ.

## 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.

Beaman, GW 2001, *Teaching with adolescent learning in mind*, Skylight Professional Development, Arlington Heights, Illinois.

Charles, CM 2002, *Building classroom discipline*, 7th edn, Longman, London.

Freiberg, HJ & Driscoll, A 2005, *Universal teaching strategies*, 4th edn, Allyn & Bacon, Boston.

Joyce, B, Calboun, E & Hopkins, D 2002, *Models of learning - tools for teaching*, 2nd edn, Open University Press, Buckingham.

Marsh, C 2000, *Handbook for beginning teachers*, 2nd edn, Longman, Sydney.

Ryan, K & Cooper J 2004, *Those who can, teach*, 10th edn, Houghton Mifflin, Boston.

(<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	45.00
Professional Experience	90.00
Workshops	30.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
PROFESSIONAL EXPERIENCE	1.00	1.00	02 Mar 2009 (see note 1)
ASSIGNMENT 1	30.00	30.00	11 May 2009
ASSIGNMENT 2	50.00	50.00	01 Jun 2009
ASSIGNMENT 3	20.00	20.00	15 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](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)  
Professional Experience dates as per Professional Experience timetable. 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.

## **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. Regular attendance at weekly workshops is expected. Students are required to complete all 15 days of the field experience component of this course. Students unable to attend field experience MUST notify the school and the course examiner.
- 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 and must 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 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> 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.

- 3      **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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