STAFFING
Examiner: Dorothy Andrews
Moderator: Richard Churchill

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.
OBJECTIVES
On successful completion of this course students will be able to:

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

TOPICS

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<th>Description</th>
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<tbody>
<tr>
<td>1. Change in Society and education - directions, causes and implications</td>
<td>5.00</td>
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<tr>
<td>2. Practical theories - definition, epistemological bases and characteristics</td>
<td>10.00</td>
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<tr>
<td>3. Origins, development and significance of practical theories</td>
<td>15.00</td>
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<tr>
<td>4. Elements of practical theories - beliefs, metaphors, images, strategies, teacher attributes etc</td>
<td>30.00</td>
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<tr>
<td>5. The structure of practical theories</td>
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<td>6. Articulation of practical theories - challenges and techniques</td>
<td>10.00</td>
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<td>7. Review of practical theories</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the ‘Book Search’ facility at http://bookshop.usq.edu.au by entering the author or title of the text.

No prescribed texts

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:
Curriculum Inquiry
Educational Researcher
Harvard Educational Review
Journal of Teacher Education
Review of Educational Research
Asia Pacific Journal of Teacher Education
Teaching and Teacher Education

Batten, M., Marland, P. & Khamis, M. 1993 Knowing How to Teach Well: Teachers Reflect on Their Classroom Practice, ACER Research Monograph No 44. Melbourne, ACER.

Brown, Sally and McIntyre, Donald 1993 Making Sense of Teaching, Edinburgh, Scottish Council for Research in Education.


Cooper, Paul and McIntyre, Donald 1996 Effective Teaching and Learning: Teachers’ and Students’ Perspectives, Buckingham, Open University Press.


**STUDENT WORKLOAD REQUIREMENTS**

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<th>ACTIVITY</th>
<th>HOURS</th>
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<tr>
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<td>Directed Study</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<td>ASSIGNMENT 2</td>
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<td></td>
<td></td>
<td></td>
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<td>(see note 2)</td>
</tr>
</tbody>
</table>

NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score. Ungraded summative assessment will be given either Pass, Fail or Incomplete.
4. Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted/submitted. Each Assessment item must be passed.
6. If assignments are submitted after the due date without an approved extension of time, a penalty of 10% of the mark awarded by the examiner for the assessment item will apply for each day late.