Descriptive: Classroom Relationships

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Alison Mander
Moderator: Richard Churchill

RATIONALE
Providing pupils with dynamic interactive learning environments is a most important function for teachers of the future. To be able to provide for a variety of teaching/learning environments, teachers need to develop reflective skills to enable the analysis of teaching and learning experiences. This analysis facilitates informed decision-making about the education of their pupils and their own teaching styles. It is important that pre-service teachers have a sound theoretical base on which to build their competencies for managing, organising and teaching in a variety of educational settings. They need to develop theories that are personally meaningful to guide and shape their development as effective teachers. Also essential is that pre-service teachers understand that effective teachers have a thorough knowledge of how their students develop and learn so that they may provide appropriate opportunities for those students to facilitate learning.

SYNOPSIS
This course will focus on the study of teaching and learning and how supportive classroom environments enhance meaningful learning experiences. Areas of study in this course will include: what is meant by teaching and learning, teacher roles, classroom interaction and management, classroom resources and technology, teaching strategies and learning styles, planning teaching episodes and reflective practice. The particular emphasis will be the development of basic teaching, planning, communicating and management skills. Fifteen days practicum in schools provides students opportunities to apply the principles developed in this course and to further develop their skills and understandings of what it is to be a teacher.
OBJECTIVES

On successful completion of the course students will have

- developed an understanding; will demonstrate skills relating
to; and will appreciate: That effective teaching is very much a problem-solving
exercise that involves classroom contexts, schools, children and the community;
That there are theoretical bases about how children learn which underpin teaching
practice; That reflective thinking skills may be used to analyse and evaluate their
own teaching performance. Basic classroom communication and teaching;
Observation, lesson planning, classroom management, assessment and lesson
implementation; Reflective thinking about the analysis and evaluation of their
own teaching performance; The critical analysis of teaching and learning theories. The
importance of making a contribution to the community and the teaching profession;
The commitment and understanding required to meet the needs and interests of
learners when preparing and implementing teaching episodes.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Understanding teaching</td>
<td>20.00</td>
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<tr>
<td>2. Theories of children's learning</td>
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<tr>
<td>3. Exploring teacher/student interaction</td>
<td>10.00</td>
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<tr>
<td>4. Planning teaching episodes</td>
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<tr>
<td>5. Basic teaching skills</td>
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<tr>
<td>6. Classroom environment and management</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.

Brady, L. 1999 Teacher Cases: A Qualitative View of Teachers Work, Prentice Hall, Riverwood.


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.


**STUDENT WORKLOAD REQUIREMENTS**

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<thead>
<tr>
<th>ACTIVITY</th>
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<tr>
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<td>Lectures</td>
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<td>Private Study</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

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<tr>
<th>Description</th>
<th>Marks Out of</th>
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<tr>
<td>ESSAY</td>
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<td>CASE STUDY</td>
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<td>PRACTICUM</td>
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**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.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.

**OTHER REQUIREMENTS**

1. All students must successfully pass the In-Schools Experience as well as the academic component to successfully complete the course.
2. If a student is unable to complete either component because of extenuating circumstances, consideration for continuing may be given by the program coordinator.
3. Each Assessment item must be submitted and successfully passed to gain a pass in the course.
4 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.

5 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

6 Summative assessment items will receive one of the following letter grades: HD, A, B, C, F or I.

7 Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

8 If Assignments are submitted after the due date without an approved extension of time, a penalty of 5% of the mark awarded by the examiner for the assessment item will apply for each working day late.