**Description: Pedagogy and Curriculum II**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEA</td>
<td>2205</td>
<td>24797</td>
<td>2, 2003</td>
<td>ONC</td>
<td>1.00</td>
<td>TW MBA</td>
</tr>
</tbody>
</table>

**Academic Group:** FOEDU  
**Academic Org:** FOE002  
**HECS Band:** 1  
**ASCED Code:** 070105

**STAFFING**  
Examiner: Louise Alexander  
Moderator: Alison Mander

**PRE-REQUISITES**  
Pre-requisite: TEA2204

**RATIONALE**  
Changes in the functions of secondary schooling, increasing diversity of student populations arising from such factors as higher retention rates and main streaming practices, and a continuing emphasis on accountability in education make imperative that teachers expand, and if necessary, modify their knowledge base for teaching such that it reliably informs their teaching and in turn their work as teachers. This course builds on the previous studies and enables beginning teachers to continue to build their own personal practical theories of teaching, to redefine these in the light of their school experiences and familiarity with the literature on effective teaching and learning. The beginning teacher further examines curriculum in terms of the integrated nature of curriculum and assessment.

**SYNOPSIS**  
This course seeks to provide learning opportunities (both on-campus and in professional field experience) that will require preservice teachers to play an active role in the construction of their own practical theories and that will promote the development of professional expertise. Effective teachers’ question, criticise and reformulate their assumptions about the nature of their work. Reflective practice, inquiry and action research will provide a framework for continuing analysis, critique and interpretation of syllabus documents.

**OBJECTIVES**  
On successful completion of this course students will be able to:
• Demonstrate knowledge and understanding of a range of classroom management techniques.
• Be conversant with the models of effective teaching in secondary classrooms.
• Be conversant with the techniques of teacher based research and reflection.
• Reflect critically on their teaching practices.
• Demonstrate knowledge and understanding of the purposes, techniques and principles of student assessment.
• Be competent in the design and use of student assessment procedures.
• Adapt teaching approaches to suit the students, the objectives and the educational context.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom Management</td>
<td>10.00</td>
</tr>
<tr>
<td>2. Evaluation and Assessment</td>
<td>30.00</td>
</tr>
<tr>
<td>3. Teaching Strategies for Improved Learning Outcomes</td>
<td>30.00</td>
</tr>
<tr>
<td>4. Models of Teaching</td>
<td>20.00</td>
</tr>
<tr>
<td>5. Researching Practice - Teacher as Researcher</td>
<td>10.00</td>
</tr>
</tbody>
</table>

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.

Bound Exercise Book for Reflective Journal.


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 Perspectives
Curriculum Studies
Theory into Practice
Phi Delta Kappan

WEBSITES
http://www.curriculum.edu.au/
QSCC Website: http://www.qsccl.edu.au/home.html
BSSSS: http://www.bssssq.edu.au/

Barratt, R. 1998, *Shaping Middle Schooling in Australia - A report of the National Middle Schooling Project*, ACSA, ACT.


Cumming, J. 1998, *Extending Reform in the Middle Years of Schooling - Challenges and Responses*, ACSA, ACT.


Spady, W. 1994, *Outcome Based Education*, ACSA, ACT.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Study</td>
<td>20</td>
</tr>
<tr>
<td>Lectures</td>
<td>28</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>90</td>
</tr>
<tr>
<td>Tutorial</td>
<td>28</td>
</tr>
</tbody>
</table>
### ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1 AND PRESENTATION</td>
<td>5.00</td>
<td>5.00</td>
<td>Y</td>
<td>19 Sep 2003</td>
</tr>
<tr>
<td>SEMINAR PRESENTATION AND PAPER</td>
<td>65.00</td>
<td>65.00</td>
<td>Y</td>
<td>22 Sep 2003</td>
</tr>
<tr>
<td>FIELD EXPERIENCE</td>
<td>1.00</td>
<td>0.00</td>
<td>Y</td>
<td>24 Oct 2003</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>30.00</td>
<td>30.00</td>
<td>Y</td>
<td>10 Nov 2003</td>
</tr>
</tbody>
</table>

**NOTES:**
- A value of 1 indicates you have passed the Field Experience component. Zero indicates you have not passed the Field Experience component.

### IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   Regular attendance at weekly lectures and tutorials 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 complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3. Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.

4. Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments). Students must also attain a satisfactory performance level from field experience to pass this 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 weighted aggregate of the marks (or 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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1. The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
2. When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
3. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
4. All assessment items must be attempted/submitted with a pass overall gained.