Description: Changing Boundaries in Secondary Schools: Implications for Teaching and Learning

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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: FOE003
HECS Band: 1
ASCED Code: 070109

STAFFING
Examiner: Mark Dawson
Moderator: Kay Galton

PRE-REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: BFET or ADFT or BEFT or GDFT

RATIONALE
Today, as always, there is an expectation that secondary schools will prepare students for the full range of post-school options. Schools are facing the difficult task of preparing diverse students for an increasingly pluralistic society in an uncertain world in rapidly changing times. Schools are expected to prepare students for the future, whatever that future may be. To do so, they are expected to work with a variety of organisations, including other educational institutions, community, industry, business and voluntary organisations.

SYNOPSIS
Schools are now recognising that they are no longer the sole repositories of knowledge needed by their learners and that, to enhance the learning opportunities for students, they must work with outside organisations in collaborative and innovative ways. Many secondary schools are adapting workplace learning programs. School-based apprenticeships and Enterprise Education initiatives link school programs with universities, industry and registered training organisations. Furthermore, flexible learning approaches and networked learning communities are becoming common in many schools. In this course students will explore and analyse the implications of such initiatives on school organisation, the role of teacher and student learning. NOTE: Students enrolling in this course are required to participate in group instruction in an approved educational setting.
OBJECTIVES
On successful completion of this course students will be able to:

- demonstrate that societal changes are impacting on the purposes of education;
- demonstrate that organisational flexibility in schools can improve student outcomes;
- justify why schools should operate as networked learning communities;
- analyse the impact of school flexibility on schools as organisations, in particular the work of teachers.

TOPICS

<table>
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<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. The changing role of education</td>
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<td>2. The school as an organisation</td>
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<td>3. Increasing flexibility</td>
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<td>4. Managing learning across settings</td>
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<td>5. The changing role of the teacher</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.
There are no prescribed texts in this course.

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.

Any recommended reference materials are referred to in the Course Introductory book.

STUDENT WORKLOAD REQUIREMENTS

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

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<td>999.00</td>
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<td>ASSIGNMENT 1: PART B</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility 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 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:
The Department of Further Education and Training has an extension policy which enables students to be within two weeks of the due date for assignments before they need to contact the course examiner. If more than two weeks late with submission of assignments, students must contact the course examiner to negotiate a further extension.

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).

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 All pieces of graded summative assessment in this course will be graded using one of the following letter grades: HD, A, B, C, F or Incomplete. Plus and minus may be used with each of these letter grades.