Description: Alternative Models of Instruction

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Academic Group: FOEDU
Academic Org: FOE003
HECS Band: 1
ASCED Code: 070109

STAFFING
Examiner: Bill Bittel
Moderator: Mark Dawson

RATIONALE
Educators in all settings should be aware of the rich variety of approaches to teaching which may be employed to develop their own repertoire. The models of instruction presented in this course have been developed from a disciplined inquiry into teaching. The purpose of all teaching is to increase the individual's capacity to learn. Effective teaching will help learners to develop the necessary strategies and techniques needed to educate themselves. John Dewey defined the core of the teaching process as the arrangement of environments within which students can interact and study how to learn. Models of instruction assist educators to create that learning environment.

SYNOPSIS
In this course students will engage in advanced and critical analysis of instructional practice with particular attention being given to a range of traditional, contemporary mainstream and alternative models of instruction appropriate to a range of desired learning outcomes and learner groups. Students will be required to engage in, and evaluate, a range of these models in the actual delivery of instruction to learners. NOTE: Field (instructional) experience comprises a major component of this course with students being required to undertake some of this instructional experience in educational/training contexts involving adult and/or adolescent learners.

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

- identify the role of educator in terms of alternative models of teaching which facilitate learning;
• decide and justify the relevance, effectiveness and application of one or more models of teaching to achieve specific education objectives in the particular situation in which the teacher/trainer is working;
• describe the syntax, social system, principles or reaction, support system and application of the model or models which he/she is currently using in a specific context;
• demonstrate in an actual instructional situation the ability to utilise a model or combination of models of teaching in a specific teaching/training environment.

TOPICS

Description                                                                 Weighting (%)  
1. The Role of the Facilitator of Learning                              10.00  
2. Alternative Models of Teaching                                     10.00  
3. Exemplar Models: Partners in Learning; Learning from Presentations; Non-directive Teaching; Direct Instruction  50.00  
4. Developing a Teaching Repertoire                          30.00  

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.


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 Introductory Book.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
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<th>ACTIVITY</th>
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<tr>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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ASSESSMENT NOTES

1. Letter grades will be used in this course and will be displayed in the Notes section of the USQ Gradebook.

2. To receive a passing grade for this course, students must demonstrate satisfactory mastery of all learning objectives for the course. Normally, this would require students to pass all items of summative assessment.

3. 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.

4. Final grades for this course will be calculated by aggregating the weighted grade for each graded summative assessment item.

5. Irrespective of grades received on written assignments in this course, students must satisfactorily meet the instructional performance criteria as listed on the Form A (in the Introductory Book) for this course before a passing grade can be awarded.

6. 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.