Description: Models of Teaching: Psychological Perspectives

Subject  Cat-nbr  Class  Term  Mode  Units  Campus
EDU  4111  30650  1, 2004  EXT  1.00  TWMB

Academic group: FOEDU
Academic org: FOE002
Student contribution band: 1
ASCED code: 070303

STAFFING
Examiner: Alison Mander
Moderator: Rick Churchill

RATIONALE
As future and practising teachers, it is important to continue analysing the wide range of teaching models that are available. The most important goal is to educate children to be effective participants in the world. This can only be achieved if teachers strive to understand the variety of teaching approaches, analyse their underlying theories, examine the research that has tested them and demonstrate their uses effectively. It is important that the appropriate choice of an approach to teaching will bring about specific types of learning and that teachers keep in mind the task of matching teaching styles with appropriate learning styles as part of their ongoing professional practice.

SYNOPSIS
All contemporary syllabus documents refer to a wide range of desirable educational outcomes. It is unlikely, given this range of objectives to be addressed and the variety of contexts in which objectives are to be achieved, that a single instructional procedure will be effective for all students in respect of all objectives. It follows that teacher education programmes should produce graduates possessing a comprehensive repertoire of models of teaching, based on well established theoretical rationales and selected to address a range of educational objectives or outcomes. Further, graduates should be capable of making professionally justifiable pedagogical judgements, optimally matching objectives, teaching approaches and instructional contexts. A range of models of teaching are examined in the course. The utility of these models across a range of instructional contexts and objectives is examined. Professional judgements are made, teaching approaches implemented and results evaluated. For this, students will need access to an educational setting during the semester.
OBJECTIVES

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

- outline the theoretical rationales underlying a number of models of teaching;
- generate approaches to teaching designed to facilitate the achievement of a range of educational objectives in particular educational contexts;
- justify the use of particular models of teaching in attempting to achieve various educational objectives in a range of educational contexts;
- apply a number of models of teaching in educational contexts;
- demonstrate a commitment to pluralism; and
- critically evaluate the use of a number of models of teaching in selected educational contexts.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Decision making and models of teaching</td>
<td>20.00</td>
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<tr>
<td>2. Psychological sources of models of teaching</td>
<td>20.00</td>
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<tr>
<td>3. Information processing sources; behaviourist sources; social interaction</td>
<td>60.00</td>
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</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


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:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
<td>83.00</td>
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<tr>
<td>Examinations</td>
<td>2.00</td>
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<tr>
<td>Private Study</td>
<td>30.00</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>30.00</td>
<td>30.00</td>
<td>08 Apr 2004</td>
</tr>
<tr>
<td>ASSIGNMENT 2 (ON-LINE DISCUSS)</td>
<td>30.00</td>
<td>30.00</td>
<td>28 May 2004</td>
</tr>
<tr>
<td>2 HOUR EXAMINATION</td>
<td>40.00</td>
<td>40.00</td>
<td>END S1 (see note 1)</td>
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**NOTES:**

1. Students will be advised of the examination date for this course when the official timetable for Semester 1 2004 has been finalised.

**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:
   If students submit assignments after the due date without prior approval then a penalty of 10% 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).

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:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.

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/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. The student must retain this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 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.
8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

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

10 All assessment items must be submitted and passed.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect for this course.

2 Students are to use a recognised referencing system a specified by the course examiner.