Description: Contemporary Learning Environments

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<tr>
<td>TEA</td>
<td>2205</td>
<td>34706</td>
<td>2, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOEDU
Academic org: FOE003
Student contribution band: 1
ASCED code: 070105

STAFFING
Examiner: Petrea Redmond
Moderator: Alison Mander

REQUISITES
Pre-requisite: TEA2204

RATIONALE
Teachers are grappling with significant changes in educational initiatives, curriculum, societal expectations and the concept of teaching in the 21st Century. What does it mean to teach in a world of multiliteracies where lifelong learning is promoted more highly than the traditional content; where the knowledge of information is surpassed by the process of locating and synthesizing information for a purpose; where the traditional 3xRs have been replaced by the 3xTs (thinking, teamwork and technology); and where ICTs pervade? Adolescent learners demand an integrated curriculum which is relevant and learning activities that will enable them to gain skills which can be used beyond their schooling. This course builds on previous studies and provides beginning educators opportunities to continue to build their own personal pedagogical practice, to redefine these in light of their workplace experiences, and provides familiarity with the literature on effective teaching and learning. Students will investigate what it means to be an educator in the 21st Century, examine current curriculum, assessment and pedagogy in an integrated context.

SYNOPSIS
This course seeks to provide learning opportunities (both on-campus and in professional experience) that will require pre-service teachers to play an active role in the construction of their own pedagogical practice and the development of professional expertise in planning and delivering effective teaching and learning. Effective teachers question, criticise and reformulate their assumptions about the nature of their work. Reflective practice promotes
continued analysis, critique and interpretation of curriculum and pedagogical initiatives that impact on the work of educators. Through a range of on-campus and professional experience-related activities, the course aims to provide opportunities for students to develop their general pedagogical knowledge, curriculum knowledge and pedagogical content knowledge. Content knowledge refers to those broad principles and strategies of management and organisation that appear to transcend subject matter. Curriculum knowledge refers to particular grasp of materials and programs that serve as 'tools of trade' for teachers, and pedagogical content knowledge is seen as a special amalgam of content and pedagogy that is uniquely the province of educators - their own form of professional understanding.

Students undertaking this course are required to complete a 15 day professional experience placement in an approved educational setting.

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

1. demonstrate knowledge and understanding of a range of classroom management techniques;
2. be conversant with the models of effective teaching in secondary classrooms;
3. reflect critically on their teaching practices;
4. demonstrate knowledge and understanding of the purposes, techniques and principles of student assessment;
5. be competent in the design and use of student assessment procedures;
6. adapt teaching approaches to suit the students, the objectives and the educational context;
7. demonstrate knowledge of teaching with adolescent learning in mind;
8. demonstrate the ability to integrate ICT into curriculum planning;
9. demonstrate knowledge of the course content using appropriate models and conventions of expression and presentation.

TOPICS

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

(ISBN 0729536149)

**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.

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.
Zeichner, KM 1993, *Research on Teacher Thinking and Different Views of Reflective Practice in Teaching and Teacher Education*,
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
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<tr>
<td>Practical Experience</td>
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<td>Workshops</td>
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ASSESSMENT DETAILS

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<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tr>
<td>PRESENTATION &amp; ASSIGNMENT 1</td>
<td>100.00</td>
<td>65.00</td>
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<tr>
<td>FIELD EXPERIENCE</td>
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<tr>
<td>PRESENTATION</td>
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<td>5.00</td>
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</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>100.00</td>
<td>30.00</td>
<td>20 Jul 2004</td>
</tr>
</tbody>
</table>

NOTES:
1. Assignment due dates will be advised by the examiner.
2. 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 workshops 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 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). 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/corporateservices/calendar/part5.htm or in 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 submitted with a pass overall gained.