Description: Teachers Practical Theories

<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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<td>EDU</td>
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<td>1, 2007</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group: FOEDU
Academic org: FOE002
Student contribution band: National Priority Teaching
ASCED code: 070303

STAFFING
Examiner: Michele McGill
Moderator: Dorothy Andrews

OTHER REQUISITES
State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html

RATIONALE
It is now widely recognised that the ways in which teachers carry out their professional tasks are shaped by notions about how to teach which are, by and large, the products of on-the-job learning. These notions about how to teach are referred to as practical theories because they serve many of the functions of theories. They provide the basis for action in both planning and classroom practice and they allow teachers to interpret and predict classroom events and to explain why they teach the way they do. The practical theories of teachers are individualistic, context-specific and often largely implicit. They are highly significant because they guide what teachers do and determine teachers' levels of teaching effectiveness. Moreover, the introduction of any reforms in teaching or improvements to effectiveness levels depends on teachers reflecting on, and internalising, the proposed reforms and then, where they are prepared to adopt or adapt them, actively adjusting or reconstructing their practical theories to reflect their new conceptions of practice. Because teachers and their practical theories are the keys to reform and improvement in teaching, it is important that teachers be aware of the substance and structure of their practical theories. Such awareness is an essential prerequisite for critical reflection on their teaching and the practical theories which shape practice.

SYNOPSIS
This course has been designed to familiarise teachers with the nature of practical theories in general and to provide opportunities for teachers to make explicit their own practical theories. The course will begin with an exploration of the origins and characteristics of teachers' practical theories. The
challenges of making practical theories explicit will be discussed along with techniques for their articulation. There will also be a major focus on the elements and structure of practical theories, that is, on the various ways in which teachers represent their practical knowledge and theories and on the links among such elements.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course students will be able to:

1. understand the directions and causes of changes in society and identify consequences of such changes for teaching and education (Assignment 1)
2. explain the meaning, origins, development and characteristics of practical theories of teaching (Assignment 1)
3. explain the significance of practical theories in relation to quality teaching and educational reform (Assignment 1)
4. outline and comment critically on the different ways teachers have of representing the substance and structure of their practical theories (Assignment 1)
5. outline and comment critically on ways of articulating practical theories (Assignment 2)
6. articulate key elements of their own practical theories and provide justification for them (Assignment 2)
7. synthesise these elements into a coherent framework representing their own practical theories of teaching (Assignment 2)
8. subject their own practical knowledge and theories to critical assessment. (Assignment 2)

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Change in society and education - directions, causes and implications</td>
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</tr>
<tr>
<td>2. Practical theories - definition, epistemological bases and characteristics</td>
<td>10.00</td>
</tr>
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<td>3. Origins, development and significance of practical theories</td>
<td>15.00</td>
</tr>
<tr>
<td>4. Elements of practical theories - beliefs, metaphors, images, strategies, teacher attributes etc</td>
<td>30.00</td>
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<tr>
<td>5. The structure of practical theories</td>
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<tr>
<td>6. Articulation of practical theories - challenges and techniques</td>
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</tr>
<tr>
<td>7. Review of practical theories</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).

The course materials are available for purchase through the USQ Bookshop.

**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.


(Monograph No: 44)


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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<td>Workshops</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
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</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   To maximise their chances at satisfying the objectives of the course, students are strongly encouraged to attend and actively participate in the course workshops (NB: 3 x 2 hr workshops).

2 Requirements for students to complete each assessment item satisfactorily:
   To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks available 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 gained by the student 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 receiving a passing grade a student must complete and submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the 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 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 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 twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.

3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

7 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.

8 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).

9 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.

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

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 as specified by the examiner.

3 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc...) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'.** For further information: http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.