



# TEP 422

## Economics and Business Studies in the Secondary School II

S2 Day 2015

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Rod Lane

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Credit points

3

Prerequisites

TEP401(S) and TEP421(P)

Corequisites

TEP402

Co-badged status

Unit description

Building on the base provided by TEP421, this unit concentrates on advanced techniques of teaching Economics, Commerce and Business Studies. The unit also includes the collection, development and evaluation of resources. Classroom evaluation and reporting is also examined. All work in this unit is closely aligned with TEP402.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics, Business Studies and Commerce (Aligned with the National Professional Standards 2.1, 2.2)

Demonstrate competence in the full range of Stage 4/5 Geography Skills (Aligned with the National Professional Standards 2.1)

Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use

of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)

Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)

Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)

Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)

Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)

Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)

Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assessment 1</u></a>	5%	Weeks 4 and 7
<a href="#"><u>Assessment 2</u></a>	25%	Week 8
<a href="#"><u>Assessment 3</u></a>	50%	Week 11
<a href="#"><u>Assessment 4</u></a>	20%	Week 12

### Assessment 1

Due: **Weeks 4 and 7**

Weighting: **5%**

#### Task 1: Locate, review and share a resource

On successful completion you will be able to:

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## Assessment 2

Due: **Week 8**

Weighting: **25%**

### **Task 2: Concept mapping and pedagogical overview**

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics, Business Studies and Commerce (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)

## Assessment 3

Due: **Week 11**

Weighting: **50%**

### **Task 3: Designing a program for the unit.**

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics, Business Studies and Commerce (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## **Assessment 4**

Due: **Week 12**

Weighting: **20%**

### **In class skills assessment**

This task will consist of a formal skills test conducted under exam conditions during the tutorial in Week 12.

### **Skills that could be examined:**

#### **Allocated Skills**

- 1) Scale (written, linear or representative fraction)

- 2) Calculating area on a topographic map
- 3) Area references
- 4) Grid references
- 5) Reading a map key, physical and cultural features
- 6) Constructing a transect
- 7) Determining density
- 8) Calculating distance and distance/time relationships
- 9) Direction
- 10) Bearings
- 11) Aspect
- 12) Contours and the identification of landforms from topographic maps
- 13) Gradient
- 14) Relief and local relief
- 15) Constructing a cross section
- 16) Calculating vertical exaggeration
- 17) Locating features using latitude
- 18) Locating features using longitude
- 19) Distinguishing between different types of map projections
- 20) Interpreting weather maps – low pressure cells and related weather conditions
- 21) Interpreting weather maps – high pressure cells and related weather conditions
- 22) Interpreting weather maps – cold/warm fronts and associated weather conditions
- 23) Interpreting weather maps – Making weather forecasts from a synoptic chart
- 24) Interpreting weather maps – Determining wind direction and chance of rain
- 25) Interpreting population pyramids

On successful completion you will be able to:

- Demonstrate competence in the full range of Stage 4/5 Geography Skills (Aligned with the National Professional Standards 2.1)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

## Delivery and Resources

### About this unit

This unit is an extension of unit TEP421 Economics and Business Studies in the Secondary School I and is intended for those who wish to teach Economics, Commerce and Business Studies as their major teaching subjects. Building on the base provided by TEP421, this unit concentrates on advanced techniques of teaching.

### Classes and unit content

Students are expected to attend a three-hour class per week currently scheduled on Thursday evening from 4–7pm. If the number of enrolments warrants then a second evening may be offered. The classes are a combination of lecture, tutorial and workshop and are characterised by a high level of student participation.

It is a requirement that students attend a minimum of 80% of workshops.

### **Changes in response to student feedback**

On the basis of the feedback supplied by students tasks have been split into smaller units with a greater emphasis on process rather than the final product this year.

### Required and Recommended texts and/or materials

The following is a list of recommended reading for this unit. In addition students will need to access all of the commercially available contemporary texts for Commerce, Business Studies and Economics.

The readings for each tutorial are listed on the above table and can be accessed through Blackboard and the library's E-reserve catalogue. It is expected that you will have read this material *before* each week's tutorial and that the relevant readings will be *brought with you* to the weekly workshops.

### **Required texts (this text should be brought with you each week):**

Killen, R. (2005) Programming and Assessment for Quality Teaching and Learning. Southbank Victoria: Thompson Social Science Press. Special Reserve: **LC1031 .K55 2005**

Killen, R. (2008) Effective Teaching *Strategies: Lessons from Research and Practice* (4<sup>th</sup> ed.). Thompson: Melbourne. Note: the third edition is in the library **LB 1025.3.K55**.

### **Relevant institute of Teachers and Board of Studies documents that you will need for tutorials**

It is *essential* that each student brings a hard copy of the *Commerce, Business Studies and Economics syllabus documents* with them to each workshop. These documents can be downloaded from <http://www.boardofstudies.nsw.edu.au/>.

You should also bring a hard copy of the National Professional Standards for Teachers to each tutorial.

### **Other useful references:**

Anderson, L & Krathwohl, D. (2000). Eds. *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Australian Bureau of Statistics (2004) - Curriculum support activities for Measuring Australia's Economy (MAE). Available on the ABS website: <http://www.abs.gov.au/>

Barlow, R (2004). 'Commerce: Programming workshops' *EBE Journal: Journal of the Economics and Business Educators New South Wales*, 40(1) pp.6-8. **E Reserve**

Bransford, J.D., Brown, A.L. & Cocking, R. (Eds) (2000). *How People Learn: Brain, mind, experience and school*. Washington D.C.: National Academy Press

Black, P. and Wiliam, D (2001) *Inside the Black Box: Raising Standards Through Classroom Assessment* **Blackboard**

Commonwealth of Australia. (2001). *Pedagogy for the future*. Canberra Education Queensland: Productive Pedagogies. (<http://www.education.qld.gov.au/tal/pedagogy.html>)

Dally, K (2004). Core Topic One: Consumer choice. *EBE Journal: Journal of the Economics and Business Educators New South Wales* , 40(3), 28-36 . **E-Reserve.**

Department of Education and Training (2003). *Quality teaching in NSW public schools. Discussion paper*

Ellis, L. (2004). Two key effective teaching approaches for students with learning difficulties. In *Balancing Approaches* (pp. 28-43): ACER.

Gardner, H. (1999). *The Disciplined Mind*. New York: Simon & Schuster

Harel, I. (1998). *The Kids of the '90s: Learning to Learn with Multimedia Internet Technologies*. <http://www.mamamedia.com>

Hewit, J.S. and Whittier, K.S. (1997) *Teaching Methods for Today's Schools – collaboration and inclusion*. London: Allyn and Bacon. **LB 1029.T4.H48 1997**

Hills, C. (2004) Evaluating online learning resources for HSC economics students. *EBE Journal: Journal of the Economics and Business Educators New South Wales*, 40(1) 9-14. **E- Reserve**

Jaques, D. (2000) *Learning in Groups – a handbook for improving group work*. New York: RoutledgeFalmer. **LB 1032.J35 2004**

Johnson, D.W. Johnson, R.T. & Smith, K.A. (1991) *Cooperative Learning – Increasing College Faculty instructional Productivity*. ASHE-ERIC Higher Education Report No. 4. Washington, DC:



The George Washington University, School of Education and Human Development. **LB 1032.J593 1991**

Kalantzis, M. (2001). *New Learning. A Charter for Australian Education*. Canberra: Australian Council of Deans of Education

Kauchek, D.P. & Eggen, P.D. (1993). *Learning and Teaching: Research Based Methods (2nd ed)*. Boston: Allyn and Bacon

Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Southbank Victoria: Thompson Social Science Press.

Ministerial Council on Education, Employment, Training and Youth Affairs [MCEETYA] (1999). *National Goals for Schooling in the Twenty-first Century*. <http://www.curriculum.edu.au/mceetya/nationalgoals/natgoals.htm>

Murdoch, K. & Wilson, J. (2004) *How to succeed with Cooperative Learning*. Melbourne: Curriculum Corporation. **LB 1032.M87 2004**

Ornstein, A.C. (1990). *Strategies for Effective Teaching*. New York: Harper and Row. **LB 1025.3.O76/1990**

Rosenshine, B. (1986). Synthesis of Research on Explicit Teaching. *Educational Leadership*, 43(7). **Blackboard**

Sinclair, S (2004). Commerce Teachers From Mount St Joseph, Milperra. 'Year 9 commerce program' *EBE Journal: Journal of the Economics and Business Educators New South Wales*, 40(3), 37-65. **E Reserve**

### **Classroom Management**

Arthur-Kelly, M., Lyons, G., Butterfield, N. and Gordon, C. (2006). *Classroom Management (2e)*. South Melbourne: Thomson.

Arthur, M., Gordon, C., & Butterfield (2003). *Classroom management: Creating positive learning environments*. Southbank: Thomson.

Konza, D., Grainger, J. and Bradshaw, K. (2003). *Classroom Management: A Survival Guide*. South Melbourne: Social Science Press.

Rogers, W.A. (1989). *Making a Discipline Plan – Developing Classroom Management Skills*. Melbourne: Nelson.

Rogers, W.A. (1995). *Behaviour Management a whole school approach*. Sydney: Ashton Scholastic. **LB 3011.R64**

### **Indigenous education**

Harrison, N. (2008). *Teaching and Learning in Indigenous Education*. Melbourne: Oxford University Press.

## Developing Professional Portfolios

Graves, D.H. & Sunstein, B. S. (1992) *Portfolio Portraits*, Ontario: Irwin Publishing.

[Burke, K. \(1997\) \*Designing Professional Portfolios for Change\*, Australia: Hawker Brownlow Education.](#)

## Literacy References

Bull, G. & Anstey, M. (eds.). (2000). *The Literacy Lexicon*. (2nd ed.) Frenchs Forest, NSW: Pearson Education

Cope, B. & Kalantzis, M. (eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures*. Melbourne: Macmillan.

Crystal, D. (1992). *The Cambridge Encyclopedia of Language*. Cambridge, UK: Cambridge Uni Press.

Emmitt, M. & Pollock, J. (1997). *Language and Learning. An Introduction for Teaching*. (2nd ed.) South Melbourne: Oxford Uni Press.

Finders, M. & Hynds, S. (2003). *Literacy lessons: teaching and learning with middle school students*. N.J.: Merrill/Prentice Hall.

Fisher, D., & Frey, N. (2007). *Improving adolescent literacy: Strategies at work* (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Housden, E. (2008). *Senior Text Types: A Writing Guide for Students*. Wilston: Farr Press.

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar. Technologies for teaching and assessing writing*. Sydney: UNSW Press.

Luke, A. & Freebody, P. (1999). A Map of Possible Practices: further notes on the four resources model. *Practically Primary*, 4 (2), 5-8.

Ross, R & Fowler, P. (1997). Literacy in Commerce and Business Studies. *Economics: Journal of the Economics and Business Educators New South Wales*, pp, 56-61. Blackboard

Ross, R & Fowler, P. (1997). Literacy in Business Studies. *Economics Journal of the Economics and Business Educators New South Wales*, 33(4) pp, 30-37. Blackboard

Sheridan, W. (1996). Teaching report format responses in Business Studies. *Economics Journal of the Economics and Business Educators New South Wales*, pp, 46-48. Blackboard

Wray, D. (1999) 'Teaching literacy: The foundations of good practice', *Education 3-13*, 27: 1, 53 — 59.

## Useful Journals

EBE Journal: Journal of the Economics and Business Educators New South Wales (see

Blackboard for PDF copies of this journal).

The Journal of Economic Education - <http://www.indiana.edu/~econed/tocindex.htm>

The Journal of Economic Perspectives - <http://www.economicnetwork.ac.uk/advice/puzzles.htm>

### **Class Wiki and Delicious Account**

The class Wiki can be found at: <http://teachersmq.wikispaces.com/>

Useful web references for the unit have been bookmarked at: [http://del.icio.us/Econ\\_at\\_MQ](http://del.icio.us/Econ_at_MQ)

### **Teaching and Learning Strategies**

This unit will be taught through the adoption of various methodologies: lecture and tutorial including workshop. Participation in small group work is an aspect of most classes.

Students are expected to critique different teaching methodologies and to have an awareness of current developments in education. There will also be set readings and activities for each week's tutorial.

### **Unit Assessment and Grading**

#### **Rationale for modes of assessment**

The assessment tasks in this unit are designed to provide students with the opportunity to apply the theory and skills that they have developed during the weekly workshops. The tasks address a range of skill areas and enable students to demonstrate their level of competency against the National Professional Standards for Teachers.

### **Completing this unit satisfactorily**

#### **Quality of work produced**

It is a requirement of this course that all assignments are completed on time and to a satisfactory standard. In order to pass this unit students are required to demonstrate knowledge, skills, values and attitudes consistent with the National Professional Standards for Teachers. Students who have not demonstrated these benchmarks will be required to resubmit assignment work until these minimum standards are met.

#### **Attendance**

Tutorial attendance is compulsory and a requirement of the unit. TEP422 is a professional, workshop-based unit of study. Students are required to attend a minimum of 80% of tutorials. Students who think they may breach the '80 per cent rule' should ensure that they maintain the appropriate medical documentation.

## Unit Schedule

Please refer to the unit guide on iLearn

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://www.mq.edu.au).

Macquarie University has a range of policies that relate to learning and teaching, including assessment, unit guide and special consideration. They can be found at Policy Central (<http://www.mq.edu.au/policy/>).

### General assessment information

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is compulsory.

Some general policies on assessment are:

- **All** assignments will be lodged both in HARDCOPY during the relevant tutorial (or through the assignment box in the School Office if late) and in SOFTCOPY through iLearn. The soft copy of your assignment should be attached as a Microsoft Word or PDF file. Assignments must be submitted by 4pm on the due date.

- **All** submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software) and both the cover sheet and the feedback sheet must be attached. The feedback sheet provides additional information on the criteria used to assess the assignment.
- **Extensions** will be granted only in special circumstances by the convenor, Extensions will only be given if the application has been made **BEFORE** the due date. A penalty of one sub-grade per day will apply for late assignments for which extensions have not been granted.

There are **ONLY** two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions. If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must complete the relevant form and forward it to the unit convenor prior to the due date. The application form is available on iLearn.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a 'failure' grade being awarded. You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

You must keep a photocopy and electronic copy of assignments. In all but exceptional circumstances, claims about "lost" assignments cannot be made where these copies cannot be produced.

You can appeal against the grade given for an assignment if you feel that your work has not been graded appropriately. The appeal process is as follows:

- An initial appeal must be made to the unit convenor **within one week** of the marked assignment being returned.
- The unit convenor will discuss the assignment/class test with you, informing you of errors and shortcomings of the work.
- You can request that the assignment be re-marked by an independent marker and you must provide a clean copy, together the original assignment for this purpose.
- If you are not satisfied, you may appeal to the Head of Department.

Macquarie uses letter grades (HD, D, Cr, P, PC, and F) to report student achievement at unit level. The following descriptors indicate the level of performance expected for each grade. In addition to the letter grade at the end of semester students are given a numerical grade that indicates the standards achieved in the course.

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

[dents.mq.edu.au/support/](https://www.mq.edu.au/support/)

## **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](https://www.mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## **Student Wellbeing**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

## **Special Consideration Policy**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

[http://mq.edu.au/policy/docs/special\\_consideration/policy.html](http://mq.edu.au/policy/docs/special_consideration/policy.html) for further advice.

## **Advice for International Students**

Macquarie International is the first point of contact for international students.

<http://www.international.mq.edu.au/> See also <http://www.international.mq.edu.au/student-services/index.aspx>

International students can make individual or small group appointments to see the Study Skills Adviser, or drop-in for quick questions to E3A, Level 1. Don't forget to bring your unit outlines with you to your appointment.

## **Study Skills Support Unit**

Assistance is provided through a range of programs for students.

See: <http://www.mq.edu.au/studyskillssupport/>

[http://www.ling.mq.edu.au/support/writing\\_skills/index.htm](http://www.ling.mq.edu.au/support/writing_skills/index.htm)

## **Writing Skills:**

Unit staff are not expected to help you with basic writing advice. Further, in fairness to other students, unit staff will not provide you with information and advice concerning assessments, which is not readily available to all students in the unit.

Macquarie University offers a number of courses and services to help students with writing problems, whether they be first or second language speakers of English. If you find writing



difficult, you are advised to:

- Contact the Writing Skills Adviser, Centre for Open Education, X5B. Tel: 9850 7470.
- Contact Sue Spinks, Writing Skills Coordinator, Department of Linguistics, W6A531.  
Telephone: 9850 8770

- See also: Peters, P. (1985). Strategies for student writers. Brisbane: John Wiley.

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

### Advice for students with disabilities/ health conditions

The Disability Support Unit provides support and assistance to students with a disability/ health condition to enable them to achieve their academic potential. Service provision is tailored to individual need following an interview and the provision of supporting documentation.

Students who are enrolled at Macquarie University can register with the Disability Support Unit by downloading and returning an Advice of Disability/Health Condition form from [www.registrar.mq.edu/academic-index.htm](http://www.registrar.mq.edu/academic-index.htm) and making an appointment to see a Disability Advisor.

Annual registration with the Disability Support Unit is required for all disability/health conditions.

### Some key contacts

**Karen Gregory**, Academic Disability Liaison Officer, Department of Education, Ph: 9850 8619 [ka ren.gregory@mq.edu.au](mailto:karen.gregory@mq.edu.au)

**Nicole Saunders**, Administration Co-ordinator, Student Well-Being

Tel: 02 9850 6494 fax: 02 9850 6063 TTY: 02 9850 6493 email: [disability@mq.edu.au](mailto:disability@mq.edu.au)

In person: Level 2, Lincoln Building (C8A), Macquarie University

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

### Technology used in this unit

The technology used is the Macquarie University student website and Turnitin. You will need access to a computer and the internet. There are a number of computers in the Computer Labs, C5C Rooms 211, 213 and 217. Most local libraries are also now linked to the Internet.

The web page for this unit can be found at: <http://learn.mq.edu.au/> on the iLearn site.

Students will need to use their student username and password to log in and then choose the unit title from the menu. **For IT support refer to <http://informatics.mq.edu.au/help/>**

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)

### Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:



## Learning outcomes

- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## Assessment tasks

- Assessment 1
- Assessment 3

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## Assessment tasks

- Assessment 1
- Assessment 3
- Assessment 4

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics, Business Studies and Commerce (Aligned with the National Professional Standards 2.1, 2.2)
- Demonstrate competence in the full range of Stage 4/5 Geography Skills (Aligned with the National Professional Standards 2.1)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes (Aligned with the National Professional Standards 3.2)
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes (Aligned with the National Professional Standards 2.2, 3.2)
- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate knowledge and uses a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies (Aligned with the National Professional Standards 5.1-5.3)

## Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate an ability to select, develop, use and evaluate a range of appropriate and engaging resources and materials to support students' learning (Aligned with the National Professional Standards 3.4)
- Demonstrate a capacity to reflect critically on feedback from a range of sources and use this information to improve their teaching practice (Aligned with the National Professional Standards 6.1, 6.3, 6.4)

## **Assessment tasks**

- Assessment 1
- Assessment 3
- Assessment 4

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics, Business Studies and Commerce (Aligned with the National Professional Standards 2.1, 2.2)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication

technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Demonstrate the capacity to identify and articulate clear and appropriate learning goals in lesson preparation (Aligned with the National Professional Standards 3.1)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcome**

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. They will have an understanding of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning (Aligned with the National Professional Standards 6.2, 3.3)
- Engage with other pre-service teachers and colleagues at their school to improve their professional practice (Aligned with the National Professional Standards 6.3)

### Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3