



TEP 421

Economics and Business Studies in the Secondary School I

S1 Day 2017

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	10
<u>Unit Schedule</u>	17
<u>Policies and Procedures</u>	17
<u>Graduate Capabilities</u>	18
<u>Changes from Previous Offering</u>	22
<u>Changes since First Published</u>	22

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General Information

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X5B356

Credit points
3

Prerequisites
TEP388

Corequisites
TEP401

Co-badged status

Unit description
This unit is concerned with the teaching of Economics, Commerce and Business Studies in the secondary school. It provides an overview of recent syllabus developments and various approaches to teaching. The unit is closely related to TEP401 and TEP402. At the conclusion of the unit students are expected to show considerable expertise in the development and teaching of content and skills selected from the relevant syllabus documents. Please consult the Secondary TEP Guide for a list of prerequisite prior studies.

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:

- Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- Apply research-based strategies for building depth of understanding in Commerce,

Economics and Business Studies. (6.2)

Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 2.5, 3.3, 6.2)

Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)

Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

General Assessment Information

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is expected and rolls will be taken.

Some general policies on assessment:

- **All** assignments will be lodged both in HARDCOPY during the relevant tutorial and in SOFTCOPY through Turnitin. 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. If you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late.
- **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.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

<http://mq.edu.au/policy/>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are

reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date

Please refer to the disruption policy for further details: <http://mq.edu.au/policy/>

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Pecha Kucha</u>	5%	No	All session
<u>Lesson plan</u>	10%	No	Week 2
<u>Skills</u>	35%	No	Week 3
<u>Assessment for Learning</u>	50%	No	Week 10

Pecha Kucha

Due: **All session**

Weighting: **5%**

Assessment Task 1: Pecha Kucha presentation – Commerce overview

In this task you will be assessed on your ability to:

- Identify the core concepts in this topic area
- Use relevant images to represent core ideas
- Identify relevant topic specific strategies for teaching

Each student will be allocated a week during the semester to provide 7 minute overview of their syllabus topic to the rest of the class. These presentations will be *PechaKucha* style. They need to be pre-timed and contain a maximum of 20 slides (mainly images).

On successful completion you will be able to:

- Select and organise subject content and resources in ways which address student

learning outcomes. (2.2, 3.2, 3.4)

Lesson plan

Due: **Week 2**

Weighting: **10%**

Assessment Task 2: Lesson planning - peer evaluation task

In this task you will be assessed on your ability to:

- Identify the features of effective lesson planning
- Evaluate a peers' lesson plan and make suggestions for improvement
- Take onboard the formative feedback of peers

Find a copy of a plan for a lesson you have taught recently and bring it with you to the tutorial in Week 2. During this tutorial we will be discussing the features of effective lesson planning and you will also have the opportunity to evaluate the plan produced by one of your classmates.

Please note: You will be awarded a fail grade for this task if you: (1) do not attend the tutorial in Week 2; or (2) do not contribute a lesson plan for peer evaluation.

On successful completion you will be able to:

- Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 2.5, 3.3, 6.2)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Skills

Due: **Week 3**

Weighting: **35%**

Assessment Task 3: Direct Instruction approaches to teaching Geography skills

In this task you will be assessed on your ability to:

- produce a logically structured and student-centred lesson plan;
- apply a direct-instruction approach to the teaching of the allocated skill;

- develop a set of engaging and appropriate resources/activities to support a direct instruction approach;
- demonstrate an understanding and application of the theory by developing a structured rationale and bibliography.

Starter references (essential reading). You are expected to go beyond these references and synthesise a range of views from the literature:

Ellis, L. (2005). Two key effective teaching approaches for students with learning difficulties. In *Balancing Approaches* (pp. 28-43): ACER.

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

Hattie, J (2003). Teachers make a difference: what is the research evidence? Presentation to the Australian Council for Educational Research Annual Conference.

Kleeman, G. (2005) *Topographic mapping skills for secondary students*. Cambridge University Press: Melbourne.

As a component of this task you will be allocated a geographical skill and asked to prepare a logically structured and engaging 15-minute lesson based on the *direct instruction approach* as defined by Ellis (2005) and Rosenshine (1986). The desired outcome is for students to be able to competently apply the skill in a variety of contexts.

In this task you will need to:

- *produce a logically structured lesson plan*;
- identify the *foundation concepts and understandings* of this lesson. Identify relevant prior learning;
- develop a *set of engaging resources* to accompany your lesson (including additional practice activities and answers);
- provide a *structured rationale* (see the table below) justifying the approach adopted in your lesson.
- include a *bibliography* outlining the references you consulted. Referencing should be consistent with APA conventions.

Structured rationale Note: use as many rows as required to account for the key principles.

Outline the key principles of direct instruction. Cite relevant sources.

Explanation how these principles have been applied to the lesson design/delivery.

Using the work of others: Please do not copy/scan entire activities from skills texts or other sources. It is expected that the activities developed for this task are original. You can use black and white topographic maps from secondary sources provided that these sources are acknowledged.

You are required to submit a copy of the task to the unit convenor by 4pm during the relevant tutorial session. An electronic copy of your assignment (as a single Word file) must also be submitted through the TURNITIN facility in iLearn by this time.

Note: in fairness to others in the class, if you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late. You are required to satisfactorily complete the microteaching component of this task to pass TEP421/422.

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:

- Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment for Learning

Due: **Week 10**

Weighting: **50%**

Assessment Task 4: Designing an ‘Assessment for Learning’ task for Commerce.

In this task you will be assessed on your ability to:

- design a clearly structured and carefully worded task that contains all of the elements of Assessment for Learning;
- develop engaging, purposeful and age appropriate activities together with supporting resources for each task;
- effectively align criteria, instruction, assessment, feedback, reporting and record keeping;
- demonstrate a deep understanding of assessment for learning theory and its classroom application.

Starter reference (essential reading):

Biggs, J. (2002). **Aligning teaching and assessment to curriculum objectives**. Journal. Retrieved from <http://www.palatine.ac.uk/files/1023.pdf>

Black, P. and Wiliam, D (2001) *Inside the Black Box: Raising Standards Through Classroom Assessment as well as the ILearn resources in Week 5.*

Use the guidelines provided in the workshop and on the Board of Studies, Teaching and Educational Standards website (Assessment Resource Centre) to develop a Commerce activity incorporating Assessment for Learning. Your task must develop the notion of active citizenship. Topic areas from the syllabus will be nominated during the weekly workshops.

As a part of this task you are required to provide:

- A statement outlining the prior learning experiences (skills and knowledge) required for

the task.

- A list of outcomes to be assessed.
- A description of the activity. The AFL task should involve the use of ICTs where they are appropriate for achieving unit outcomes.
- A rubric outlining criteria for assessing learning (provided to the students with the task)
- Marking guidelines used to assess the work.
- Links to future learning (1 paragraph).
- Full supporting materials/resources. These resources should be 'student friendly' and may include: worksheets, OHP slides, web references etc.
- A system for recording student results and monitoring their progress against outcomes throughout the assessment program for this stage of learning.
- A rationale for your task (500 words) by referring to the relevant research.
- A detailed evaluation of another students' AFL task
- Your personal reflection on this feedback

Peer evaluation component (Tutorial - Week 10)

Bring a copy of your Assessment For Learning Task to the tutorial in Week 10 so you can get peer feedback.

For this activity you will be allocated a partner to work with.

Use the criteria sheet to provide a detailed evaluation of your partners' AFL task. Useful "feedback" and "feed-forward" must be given. Justify your judgements with reference to the literature and the principles of AFL. Each student is required to write a one-page reflection on the feedback provided.

Your detailed evaluation is a part of this assignment and should be attached to the hard copy of your partner's work. Your submission should clearly identify the student's work you evaluated (and their student number).

Using the work of others: Please do not copy/scan entire activities or resources from texts or other secondary sources. It is expected that the activities developed for this task are original or adapted to best suit the allocated topic area and students' age and stage of learning. Where resources are adapted from secondary sources these sources should be acknowledged using APA conventions.

On successful completion you will be able to:

- Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 2.5, 3.3, 6.2)
- Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Delivery and Resources

About this unit

This unit is concerned with the teaching of Economics, Commerce and Business Studies in secondary school. It provides an overview of recent syllabus developments and various approaches to teaching. The unit is closely related to TEP401 and TEP402 Professional Experience in Secondary School 1 and 2. At the conclusion of the unit students are expected to show considerable expertise in the development and teaching of content and skills selected from the relevant syllabus documents.

Classes and unit content

Students are expected to attend a three-hour class per week . 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.

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.

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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 table below and can be accessed through *iLearn* 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 weekly workshops.

Required texts (these texts should be brought with you each week):

A copy of one of the current Commerce texts used in NSW schools. Note you may be able to borrow a copy from the school where you are completing your professional experience.

Relevant documents you will need for tutorials.

Highly recommended:

Killen, R. (2007) *Effective Teaching Strategies: Lessons from Research and Practice* (4th ed.). Thompson: Melbourne. Note: the third edition is in the library LB 1025.3.K55. (Killen, 2007 is available in a package from the Coop Bookshop with the Semester 2 text).

Kleeman, G. (2005) *Topographic mapping skills for secondary students*. Cambridge University Press: Melbourne. **This text provides an excellent introduction to the essential skills in Geography.**

It is *essential* that each student bring 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 Australian 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.

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*

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 .

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.

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).

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.

Assessment

Ahrenfeld, J. & Watkin, N. (2010) The Exam Class Toolkit. Continuum International Publishing Group, New York.

Butt, G. (2010) Making Assessment Matter. Continuum International Publishing Group, New York.

Spendlove, D. (2009) Putting Assessment for Learning into Practice. Continuum International Publishing Group, New York.

Teaching Strategies

Beghetto, R. A., & Kaufman, J.C. (2010). Nurturing Creativity in the Classroom. Cambridge University Press (ISBN: 9780521715201)

Brady, L., & Kennedy, K. (2011). Assessment & reporting: Celebrating student achievement (4th ed.). Pearson Australia (ISBN: 9781442546813)

Burden, P.R., & Byrd, D.M. (2012). Methods for effective teaching: Meeting the needs of all students (6th ed.). Pearson Higher Ed USA. (ISBN: 9780132698160)

Borich, G. D. (2013). Effective teaching methods: Research-based practice (8th ed.). Pearson Higher Ed USA (ISBN: 9780132849609)

Ewing, R. (2013). Curriculum and assessment: storylines (2nd ed.). Oxford University Press (ISBN: 9780195520132)

Ewing, R., Lowrie, T., & Higgs, J. (2009). Teaching and communicating: Rethinking professional experience. Oxford University Press (ISBN: 9780195567212)

Gibbs (2012). The reflective practitioner Custom Book. Pearson Custom Books (ISBN: 9781486003372)

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. (2011). Teaching challenges and dilemmas (4th ed.). Cengage Learning. (ISBN: 9780170187619)

Howell, J. (2012). Teaching with ICT: Digital pedagogies for collaboration and creativity. Oxford University Press (ISBN: 9780195578430)

Johnson, D.H., & Johnson, F. P. (2012). Joining together: Group theory group skills: International edition (11th ed.). Pearson Higher Ed USA (ISBN: 9780132989794)

Maloy, R. W., Verock-O'Loughlin, R., Edwards, S.A., & Woolf, B.P. (2013). Transforming learning with new technologies (2nd ed.). Pearson Higher Ed USA (ISBN: 9780133155716)

Martin, D. J., & Loomis, K. S. (2014). Building teachers: A constructivist approach to introducing education (2nd ed.). Cengage Learning (ISBN: 9781133943013)

Marsh, C. (2010). Becoming a teacher: knowledge, skills and issues (5th ed.). Pearson Australia (ISBN: 9781486019069)

Marsh (Compiled by Pittaway, S) (2012). Foundations of teaching: Custom Book. Pearson Custom Books (ISBN: 9781486006298) [For University of Tasmania]

McGee, C., & Fraser, D. (2012). *The professional practice of teaching* (4th ed.). Cengage Learning. (ISBN: 9780170192941)

McKenna, T., Cacciattolo, M., & Vicars, M. (2013). *Engaging the disengaged: Inclusive approaches to teaching the least advantaged*. Cambridge University Press (ISBN: 9781107627987)

McMillan, J. H. (2013). *Classroom assessment: principles and practice for effective standards-based instruction* (6th ed.). Pearson Higher Ed USA (ISBN: 9780133119428)

Readman, K., & Allen, B. (2013). *Practical planning and assessment*. Oxford University Press (ISBN: 9780195519563)

Roblyer, M. D., & Doering, A. H. (2011). *Integrating educational technology into teaching: International Edition* (6th ed.). Pearson Higher Education USA (ISBN: 9780132929615)

Robinson-Zanartu, C., Doerr, P., & Portman, J. (2013). *Teaching 21 thinking skills for the 21st Century: The MiCOSA Model*. Pearson Higher Ed USA (ISBN: 9780132698443)

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.

Charles, C.M. (2013). *Building classroom discipline* (11th ed.). Pearson Higher Ed USA (ISBN: 9780133095319)

Charles, C.M. (2013). *Building classroom discipline: international edition* (11th ed.). Pearson Higher Ed USA (ISBN: 9780133400625)

Hardin, C. J. (2011). *Effective classroom management: models and strategies for today's classrooms* (3rd ed.). Pearson Higher Ed USA (ISBN: 9780137055036)

Jones, V. (2010). *Practical classroom management*. Pearson Higher Ed USA (ISBN: 9780137082117)

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

Levin, J., & Nolan, J.F. (2013). *Principles of classroom management: A professional decision-making model* (7th ed.). Pearson Higher Ed USA (ISBN: 9780132868624)

Lyons, G., Ford, M., & Slee, J. (2014). *Classroom management: Creating positive learning environment* (4th ed.). Cengage Learning (ISBN: 9780170233224)

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.

Curriculum

Brady, L. & Kennedy, K. (2010). *Curriculum construction* (4th ed.). Pearson Australia (ISBN: 9781442527454)

Marsh, C. (2011). *Teaching the social sciences and humanities in the Australian curriculum* (6th ed.). Pearson Australia (ISBN: 9781442533615)

Indigenous education

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

Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Cambridge University Press (ISBN: 9781107685895)

Inclusive Education

Ashman, A., & Elkins, J. (2011). *Education for inclusion and diversity* (4th ed.). Pearson Australia (ISBN: 9781442540262)

Forman, P. (2011). *Inclusion in action* (3rd ed.). Cengage Learning (ISBN: 9780170187626)

Friend, M. (2013). *Special Education: Contemporary perspectives for school professionals Loose Leaf Version* (4th ed.). Pearson Higher Ed USA (ISBN: 9780132836746)

Friend, M., & Bursuck, W. D. (2011). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Pearson Higher Ed USA (ISBN: 9780132179720)

Hyde, M., Carpenter, L., & Conway, R (2013). *Diversity, inclusion and engagement* (2nd ed.). Oxford University Press (ISBN: 9780195522235)

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.

*Gunning, T. G (2012), *Building Literacy in Secondary Content Area Classrooms*. Upper Saddle River, NJ: Pearson

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

Kalantzis, M., & Cope, B. (2012). *Literacies*. Cambridge University Press (ISBN: 9781107402195)

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.

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.

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

Tompkins (2013) Literacy for the 21st Century: Custom Book. Pearson Custom Books (ISBN: 9781486016891) [For Southern Cross University]

Tompkins (2012) Literacy and learning: Custom Book. Pearson Custom Books (ISBN: 9781486008865) [For MQ University]

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

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

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

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.

Attendance

Attendance at tutorials is expected and rolls will be taken.

Unit Schedule

Please refer to the schedule 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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/

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](#).

Student Support

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

Learning Skills

Learning Skills (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 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

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 outcome

- Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)

Assessment task

- Assessment for Learning

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

- Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

- Lesson plan
- Skills
- Assessment for Learning

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

- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

- Lesson plan
- Skills
- Assessment for Learning

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

- Design and implement logical, sequential and structured lessons with clear learning goals using knowledge of the NSW syllabus documents and other curriculum requirements of the Education Act. (2.2, 2.3, 3.1)
- Select and organise subject content and resources in ways which address student learning outcomes. (2.2, 3.2, 3.4)
- Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)

Assessment tasks

- Pecha Kucha
- Lesson plan
- Skills
- Assessment for Learning

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

- Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

- Lesson plan
- Skills
- Assessment for Learning

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

- Apply research-based strategies for building depth of understanding in Commerce, Economics and Business Studies. (6.2)
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes. (3.6)

Assessment tasks

- Lesson plan
- Skills
- Assessment for Learning

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 outcome

- Design engaging assessment for learning sequences that align curriculum, instruction, assessment and reporting. (2.3, 5.1-5.4)

Assessment task

- Assessment for Learning

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 outcome

- Demonstrate knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction. You 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. (1.5, 2.5, 3.3, 6.2)

Assessment tasks

- Lesson plan
- Assessment for Learning

Changes from Previous Offering

On the basis of the feedback supplied by students the following changes have been made to this unit for this year:

- Tasks have been split into smaller units with a greater emphasis on process rather than the final product and

Changes since First Published

Date	Description
23/02/2017	Update policy link
11/02/2017	Altered numbering of unit learning outcomes