TEP 422

Economics and Business Studies in the Secondary School II

S2 Day 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites TEP401(S) and TEP421
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 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)

General Assessment Information

The final grade awarded for the unit is based on the four assessment tasks. Tutorial attendance is expected and essential of successful completion of assessment tasks..

Some general policies on assessment are:

1. All assignments will be lodged in SOFTCOPY through Turnitin. 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.

2. 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.

3. Extensions will be granted only in special circumstances by the tutor. Extensions will only be given if the application has been made BEFORE the due date via AskMQ.

   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.

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 apply via AskMQ. Supporting evidence must be attached.

Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support

- Routine demands of practical placements at school

- Routine family demands and/or problems (e.g. tensions with parents or spouses)

- Difficulty adjusting to university life or to the demands of academic work

- Stress or anxiety associated with any aspect of academic work

- Routine demands of sport or clubs, or social or extra-curricular activities

- Conditions existing prior to the commencement of a unit of study (with exceptions)

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: https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies

If you have been granted an extension and cannot submit by the revised date, you must apply 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	50%	No	Week 6
Task 2	50%	No	Week 12

Task 1

Due: **Week 6**
Weighting: **50%**

Assessment Task 1: Curriculum Analysis

(Note: read the Task 2 instructions before commencing this task)

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

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

- Write a rationale incorporating relevant supporting empirical research
- Organise and communicate core concepts
- Identifies students' common misconceptions and unique learning needs.

Essential reading:

Geddis, A., Onslow, B., Beynon, C., Oesch, J. (1993) Transforming content knowledge: learning to teach about isotopes. *Science Education*, 77(6), pp.575-591 (On ILearn).

Although the above paper relates to Science teaching it raises programming issues that are also relevant to Social Science teachers. Focus your attention on what the authors have to say about "curricular saliency" and the temptation to "cover the curriculum". How will you address this in your program?

Lane, Rod. (2008) Students' alternative conceptions in Geography. *Geographical Education* , 21, 2008 , 43-52 (on E-reserve).

Leat, D., & Chandler, S. (1996). Using concept mapping in Geography teaching. *Teaching Geography*, 21(3), pp.108-112. (on E-reserve).

Task aim:

The aim of this task is to identify the core themes (or organising concepts) in your allocated topic, and develop a concept map to highlight the relationships between these ideas. The task will assist you to develop an instructional plan that can be used as the basis for designing your mini-program (Task 2).

In this task you are required to:

1. **Design a concept map** to indicate the relationships between central ideas in your allocated topic. (1 page).

Your concept map should:

Identify a **core focus** or "organiser" for your program. This should be a concept that is **core to this topic** and the **curriculum as a whole** (applying the perspective curriculum saliency discussed by Geddis, Onslow, Beynon & Oesch, 1993).

1. Reorganise the content or "learn about statements" into a **logical structure (or grouping of ideas) for teaching** (see Leat & Chandler, 1996).
2. Complete the table: **"Working with students' ideas when programming"** (including the identification of core concepts, common student misconceptions and useful teaching strategies).
3. Include a **rationale** (400 words) where you: (1) justify your selection of core concepts; approach to reorganising the content; AND (2) explain the broad instructional approach you will use to develop understanding and draw the focus of students' back to the core ideas and enduring understandings.

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 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.

2. **Present your concept map and your rationale** to the student group in an 8-10 minute presentation on the day of assignment submission.

Marking scale: See iLearn for detailed marking scale

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)

Task 2

Due: **Week 12**
Weighting: **50%**

Assessment Task 2: Designing a teaching program.

Task aim:

The aim of this task is to create a mini-teaching/learning program that *integrates* core ideas and showcases innovative and research-based approaches to instruction and assessment.

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

- Respond to feedback
- Write a rationale incorporating relevant supporting empirical research
- Demonstrate critical analysis.
- Link learning activities, course content and syllabus requirements
- Integrate assessment within the teaching program.
- Align outcomes, activities and marking criteria.

In this task you are required to:

You will be **allocated** a topic area from **either** the Stage 6 Business Studies or Economics syllabus. Using this topic as a focus, you are required to develop a 'mini-program' including the elements outlined in the table below. **Note:** All programs should *foreground (focus on)* building student **self-regulation skills** and include a **whole topic approach** to continually draw students' attention back to the core themes/enduring understandings.

Your program should also adopt an **inclusive education approach.** A diverse range of strategies should be used to cater for the needs of students from a diverse range of backgrounds (including students of non-English speaking backgrounds and Aboriginal and Torres Strait Islanders)

For Task 2 you will need to include:

1. Your marked copy of Task 1 showing how you have respond to feedback from the lecturer and your peers.

2. A teaching/learning program for the allocated focus area using the template provided and incorporating elements of effective pedagogy from the above table. Include a key showing where these elements have been included together with the outcomes developed by each task. The program should include **FOUR authentic and engaging rich/holistic tasks** (including one formal assessment task – see below) that align with syllabus outcomes, 'learn to' and 'learn about' statements.

3. Four student based activities. One is a formal assessment task (not a test) focused on building self-regulation and inquiry skills. Your task should include: outcomes assessed,

relevant learn to and learn about statements, a rubric, task instructions, marking criteria, assessment components and weightings. All elements of the task (except for the marking criteria) should be integrated within the instruction/assessment component of your program. Standards referenced marking criteria should be included as an appendix to your program.

4. A structured rationale justifying your program design against the task criteria (max 600 words – using the table provided). You should annotate your program using the **features of effective programing** (A-N) on iLearn.

Note: although the program template asks for a full scope and sequence you do not need to provide this. You should use this box to explain where the unit is situated relative to the preliminary or HSC course as a whole.

Level of detail required: the student activity column of your program should include the specific instructions for individual activities and assessment tasks. To demonstrate alignment the relevant syllabus outcomes should be included in parenthesis beside each activity.

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 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.

Marking scale: See iLearn for detailed marking scale

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 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)

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.

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 above table and can be accessed through the library's Multisearch 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.

Recommended texts:

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 (4th ed.).* Thompson: Melbourne. Note: the third edition is in the library **LB 1025.3.K55.**

Relevant AITSL and NESA 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.educationstandards.nsw.edu.au/.

You should also bring a hard copy of the AITSL - 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.

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*. ht

tp://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: Allym 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.

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.

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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.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.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Attendance

Attendance at tutorials is expected and rolls will be taken.

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 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.

Unit Schedule

Module	Schedule of Classes	Essential Reading
	Note: There is often a professional experience block at the commencement of Session 2. Please check the professional experience calendar.	
1	**Unit overview** Organisation and assignments Preparing for the interviews (DET) – Quality teaching and the Australian Professional Teaching Standards.	

2	**Programming** Programming Stage 6 – Economics and Business Studies: Mandatory requirements, evaluating sample programs, determining core ideas, organising content (concept mapping) and designing a scope and sequence. *Bring resources relevant to the programming task including programs from your school and the Board of Studies Support documents for Economics/Business Studies.* Working with the NESA assessment support document; aligning curriculum/pedagogy and assessment; differentiating instruction; organising resources; developing classroom activities to demonstrate indicators; integrating key syllabus requirements; reflection and evaluation. *Print or bring a soft copy of the key NESA documents to this tutorial*	*Geddis, A., Onslow, B., Beynon, C., Oesch, J. (1993) (See iLearn)* *Leat, D., & Chandler, S. (2006) – E reserve* *Lane, R (2008)* *Read 'NESA Assessment Support Document' and the Economics/ Business Studies support documents (iLearn)* *Killen Ch: 3 – Programming*
3	**Critical Thinking** In this tutorial we look at a range of tools for enhancing the critical thinking skills of students. Edward de Bono CoRT Thinking Strategies	
4	**Assessment task 1 due for submission** Assessment task 1 presentations (8-10 minutes each). Peer and tutor feedback will be provided as this forms an element of Assessment task 2 Introduction of Task 2	**Task 1 due plus presentations**
5	**No class - work on analysis of peer and tutor feedback** Preparation of a response to feedback and a review of the concept map presented in Task 1. This forms an element of Task 2.	

6	**Differentiating instruction – learning the theory** Meeting the learning needs of students across the full range of abilities. Identifying core concepts and skills, developing support and extension activities. Meeting the specific learning needs of: Aboriginal and Torres Strait Islander students and students from diverse linguistic and cultural backgrounds. **Applying the theory** Bring four teaching resources that you intend to use in Task 2 to this session. You will be involved in designing varied uses for these resources to support differentiation of instruction.	
7	Applying **inquiry learning** and the **information process** in Stage 6 Business Studies/ Economics. *Bring an example of a Stage 5 or 6 research task from your school to this week's tutorial* In this tutorial we also look at **scaffolds for supporting lesson planning and programming** in Economics, Business Studies, Commerce and Geography classrooms.	*'The Information Process'* *'Activity based Economics' (on iLearn)*
8	**Developing assessment tasks and an Assessment Program.** The assessment matrix/program; assessment and quality teaching; matching outcomes, activities and assessment; validity and reliability; assessment scaffolds and student notification. *Print the key NESA documents from ILearn and bring them to this tutorial*	*Standards referenced assessment (iLearn).* *Killen (2005) Assessment p194-231*
9	**Improving student literacy in Stage** **Approaches for analysing stimulus materials.** Using cartoons, video and media articles as a teaching/learning strategy. Improving students' understanding of the specific language features of report style writing in Economics and Business Studies. *Bring a recent cartoon relevant to the economy or commercial issues to this tutorial*	*Cartoon article – Kleeman (2007)* *(iLearn)*

10	**Assessment Task 2 due** Assessment task copies to be provided for all group members. In small groups you will be required to share tasks and offer and receive feedback. Groups will be required to prepare an "Advice Sheet for Programmers" on how to be inclusive in your teaching.	**Task 2 due**
11	**Review of Semester Two** Professional Issues including: • Challenges experienced by beginning teachers (forum). • Summary of key issues in Programming, Lesson Planning and Assessment. • Summary of teaching/learning strategies. • Where to from here…..?	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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 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

- Task 1
- Task 2

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 task

- Task 2

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 task

- Task 2

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 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

- Task 1
- Task 2

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 task

- Task 2

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

- Task 1
- Task 2

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

- Task 1
- Task 2

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

- Task 1
- Task 2

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

- Task 1
- Task 2

Changes from Previous Offering

The number of tasks in this unit have been reduced from 3 to 2.