



# TEP 421

## Economics and Business Studies in the Secondary School I

S1 Day 2019

*Department of Educational Studies*

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## General Information

### Unit convenor and teaching staff

Unit Convenor

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### 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

### Assignment submission

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 Special Consideration 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 Special Considerations policy and are submitted via <https://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, see:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

**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.

### Special Considerations

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

### Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

### Assessment Presentation & Submission Guidelines

**Please follow these guidelines when you submit each assignment:**

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

**When preparing your assignments, it is essential that:**

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on

the unit will provide a second opinion. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

### Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### University policy on grading

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

<p><b>P</b> (Pass).</p>	<p>Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes</p>
<p><b>F</b> (Fail)</p>	<p>Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.</p>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Curriculum Overview</u></a>	50%	No	Week 6
<a href="#"><u>Assessment for Learning</u></a>	50%	No	Week 11

### Curriculum Overview

Due: **Week 6**

Weighting: **50%**

#### **Assessment Task 1: Planning and presenting a curriculum overview**

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

- produce overview of an allocated Commerce topic identifying the *foundation concepts and understandings* in the topic;
- develop a set of engaging and appropriate resources/activities relevant to the allocated topic and explain how these resources could be *used in the classroom*;
- prepare a logically structured and engaging 15-minute lesson providing an overview of the allocated topic and relevant activities/resources.
- justify the resources selected and pedagogical approach with reference to relevant peer-reviewed literature. Format: 500 word rationale.
- include a *bibliography* outlining the references consulted. Referencing should be consistent with APA conventions.

It is expected that the activities developed for this task will be original.

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.

## **Commerce syllabus topics**

### **Core**

- 1.1 Consumer Choice
- 1.2 Personal Finance
- 2.1 Law and Society
- 2.2 Employment Issues

### **Options**

- 1 Investing
- 2 Promoting and Selling
- 3 E-commerce
- 4 Global Links
- 5 Towards Independence
- 6 Political Involvement
- 7 Travel
- 8 Law in Action
- 9 Our Economy
- 10 Community Participation
- 11 Running a Business
- 12 School-developed Option

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 11**

Weighting: **50%**

### **Assessment Task 2: 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 [https://www.heacademy.ac.uk/system/files/resources/id477\\_aligning\\_teaching\\_for\\_constructing\\_learning.pdf](https://www.heacademy.ac.uk/system/files/resources/id477_aligning_teaching_for_constructing_learning.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 - Weeks 12)**

Bring a copy of your Assessment For Learning Task to the tutorial in Week 11 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.

### 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.**

**Required texts**

NSW Educational Standards Authority (NESA) Stage 4/5 Commerce Syllabus (Under revision)

NSW Educational Standards Authority (NESA) Stage 6 Business Studies and Economics Syllabuses, (2011) and Assessment Documents, Sydney.

NSW Educational Standards Authority (NESA) Stage 6 Business Studies and Economics Past HSC Papers 2012 – 2016 and Marking Guidelines and Notes from the Marking Centre, Sydney.

**Recommended Readings:**

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**

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

### **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 (4<sup>th</sup> ed.)*. Pearson Australia (ISBN: 9781442546813)

Burden, P.R., & Byrd, D.M. (2012). *Methods for effective teaching: Meeting the needs of all students (6<sup>th</sup> 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* (2<sup>nd</sup> 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* (4<sup>th</sup> 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)

Killen, R. (2007) *Effective Teaching Strategies: Lessons from Research and Practice* (4<sup>th</sup> ed.). Thompson: Melbourne.

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* (6<sup>th</sup> 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***

Lyons, G., Ford, M., & Arthur-Kelly, M. (2010). *Classroom management*. Cengage Learning.

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

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

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

Hardin, C. J. (2011). *Effective classroom management: models and strategies for today's classrooms* (3<sup>rd</sup> 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* (7<sup>th</sup> ed.). Pearson Higher Ed USA (ISBN: 9780132868624)

Lyons, G., Ford, M., & Slee, J. (2014). *Classroom management: Creating positive learning environment* (4<sup>th</sup> 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* (4<sup>th</sup> ed.). Pearson Australia (ISBN: 9781442527454)

Marsh, C. (2011). *Teaching the social sciences and humanities in the Australian curriculum* (6<sup>th</sup> 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* (4<sup>th</sup> ed.). Pearson Australia (ISBN: 9781442540262)

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

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

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

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

### ***Literacy References***

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.

### ***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.economicnetwork.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

## PROGRAM OF TUTORIALS

Week	Schedule of Classes	Essential Reading
1	<p><b>Unit Organisation/assignments</b></p> <p><b>Australian Professional Teaching Standards and the Quality Teaching Framework</b></p> <ul style="list-style-type: none"> <li>• Making the most of your school experience</li> <li>• What makes an effective HSIE teacher</li> <li>• Group work reflection task. How can the model of Productive Pedagogies be used to support teachers of Commerce, Economics and Business Studies?</li> </ul> <p><i>Homework task: You are required to bring an example of a lesson plan that you have used in class to the workshop in Week 2.</i></p> <hr/>	<p>Readings are in iLearn</p>
2	<p><b>Lesson planning and research based pedagogical approaches for the teaching of Commerce, Economics and Business Studies.</b></p> <ul style="list-style-type: none"> <li>• Lesson planning - identifying learning goals and designing and implementing lesson sequences using the Education Standards syllabus documents.</li> <li>• <b>Introduction to Task 1.</b> Direct Instruction and Constructivist approaches to learning, teaching and effective questioning.</li> </ul> <p><i>Bring an example of a lesson plan that you have used to this workshop as well as copies of Rosenshine (1986) and Ellis(2005).</i></p> <hr/>	<p>Killen (2007) Ch. 3</p> <p>Rosenshine (1986)</p> <p>Ellis (2005)</p>

<p>3</p>	<p><b>The Commerce Syllabus</b></p> <ul style="list-style-type: none"> <li>Syllabus Structure; links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; opportunities for embedding Civics and Citizenship; differentiating instruction.</li> </ul> <p><b>Classroom Management</b></p> <ul style="list-style-type: none"> <li>Classroom climate and culture, establishing rules, logical consequences and routines</li> <li>Specific strategies for teaching students with challenging behaviours and promoting student responsibility for learning.</li> </ul> <hr/>	<p>Read the PPT syllabus overview.</p> <p>Listen to Classroom Management podcast</p>
<p>4</p>	<p><b>Assessment for Learning in Stage 4/5 Commerce</b></p> <ul style="list-style-type: none"> <li>The principles of effective assessment</li> <li>Assessment options for Commerce - assessment for and of learning, peer assessment options</li> <li>Linking outcomes, learning and assessment</li> <li>Providing appropriate feedback</li> <li>Writing marking criteria</li> </ul> <p><b>TASK 1 due in Week 6</b></p> <p><b>TASK 1 presentations begin in Week 6</b></p> <hr/>	<p>Black and William (2001)</p> <p>Hattie (2003)</p> <p>Read resources on Assessment for Learning</p>
<p>5</p>	<p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>Fears, challenges (preparation activity for tutorial)</li> <li>Scenario and debriefing</li> <li>Evaluate cooperative learning activities</li> <li>Tightening up your cooperative learning approach.</li> </ul>	
<p>6</p>	<p><b>Building student literacies in HSIE</b></p> <ul style="list-style-type: none"> <li>Defining multi-literacies in the Commerce/Economics/Business Studies classroom</li> <li>Text types and genres</li> <li>Features of a text - structure/language features</li> <li>Scaffolds and teaching strategies for HSIE</li> <li>Applying the 4 resources model</li> <li>Decode, comprehend and compose a journal article</li> </ul> <p><b>TASK 1 due</b></p> <p><b>TASK 1 presentations begin</b></p> <hr/>	<p>Luke and Freebody(1999)</p> <p>Teaching literacy readings 1-3</p>
<p>7</p>	<p><b>Online tutorial activity - programming the NSW Commerce Syllabus</b></p> <ul style="list-style-type: none"> <li>The activity for this week is an online task. The instructions are available on iLearn. Please read the task carefully and submit your response through iLearn by the due date</li> <li>This is a compulsory task. The completion of this task is equivalent to attending the 3 hour tutorial.</li> </ul> <p>See iLearn instructions</p> <hr/>	<p>Killen (2008) Chapter 8</p> <p>Marsh (2001) pp62-83</p>

MID SEMESTER BREAK	
8-10	PROFESSIONAL EXPERIENCE BLOCK
11	<p><b>TASK 2 due</b></p> <p><b>Assessment for Learning Task and Peer Review 1</b></p> <p><b>Peer Review of Task 2</b></p> <ul style="list-style-type: none"> <li>• Peer review activity as an element of Task 2</li> <li>• Preparation of Peer Review report</li> </ul> <p><b>Task 1 presentations continue</b></p> <hr/>
12	<p><b>Assessment for Learning Task and Peer Review 2</b></p> <ul style="list-style-type: none"> <li>• Analysis of Peer Review</li> <li>• Preparation of "Reflection on Peer Review"</li> </ul> <p><b>Task 1 Presentations completed</b></p> <hr/>
13	<p><b>Review of Semester 1</b></p> <ul style="list-style-type: none"> <li>• Summary of key issues in programming, lesson planning and assessment</li> <li>• Professional issues - the accreditation process, support available from professional associations and NESAs</li> </ul>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(http://www.mq.edu.au/students/policies-procedures\)](#)

[ps://students.mq.edu.au/support/study/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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

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\\_2016.html](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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Special Consideration Policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration> *The Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies Policy.*

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

## **Student Code of Conduct**

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## **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://ask.mq.edu.au).

### **Attendance for undergraduate units**

All tutorials begin in the first week of classes.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### **Unit Expectations**

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- In order to receive a passing grade in this unit, you need to meet the following criteria:
- Have made a serious attempt at passing all pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
- 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.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### **Special Considerations**

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and

- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.


## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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**

- Curriculum Overview
- 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**

- Curriculum Overview
- 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

- Curriculum Overview
- 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

- Curriculum Overview
- 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

- Curriculum Overview
- 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 task

- 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.

## Changes since First Published

Date	Description
25/02/2019	Corrected errors