



EDST8231

Teaching Economics and Business Studies in the Secondary School 2

Session 1, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

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General Information

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Credit points

10

Prerequisites

EDST8230 and EDST8238

Corequisites

Co-badged status

Unit description

The aim of this unit is to develop resilient and reflective teachers of Year 11 and 12 Economics and Business Studies. The unit builds on EDST8230 and concentrates on evidence-based techniques for teaching Economics and Business Studies. The unit also focuses on the collection, development and evaluation of resources, classroom evaluation and reporting. Work in this unit contributes knowledge and strategies relevant for the in-school teaching experiences in EDST8240 (Professional Practice III and Educational Research).

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:

ULO1: Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics and Business Studies.

ULO2: Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction.

ULO3: Apply 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.

ULO4: Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes.

ULO5: Select and organise subject content in logical, sequential and structured ways to address student learning outcomes.

ULO6: Apply a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies.

ULO7: Reflect critically on feedback from a range of sources and use this information to improve teaching practice.

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

Assessment Presentation and 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 responsibility 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.

Please note: • Students should regularly save a copy of all assignments before submission, • Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties • In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see:

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

• Applications for extensions must be made via AskMQ according to the Special Consideration

policy. 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

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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.

Requesting a re-assessment 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.

Note: ·

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process. ·
- The outcome of a re-mark may be a **higher/lower or unchanged grade**. ·
- Grades are standards referenced and effort is NOT a criterion.

University policy on grading

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.

Descriptive Criteria for awarding grades in the unit

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.

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.

HD (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.

D (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.

Cr (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 (Pass). 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

F (Fail) 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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

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

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.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|----------|
| Stage 6 topic analysis | 35% | No | 18/03/22 |
| Designing a teaching program | 45% | No | 03/06/22 |
| Online task participation | 20% | No | ongoing |

Stage 6 topic analysis

Assessment Type ¹: Design Task

Indicative Time on Task ²: 25 hours

Due: **18/03/22**

Weighting: **35%**

Stage 6 Topic analysis - Task has three components (1) 1-page concept map showing relationships between central concepts (2) identification of common student misconceptions (3) outline of programming approach and rationale (400 words)

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics and Business Studies.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction.
- Apply 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.
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes.
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes.

Designing a teaching program

Assessment Type ¹: Programming Task

Indicative Time on Task ²: 30 hours

Due: **03/06/22**

Weighting: **45%**

Designing a teaching program - 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 (4 rich tasks and a 600-word rationale)

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics and Business Studies.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction.
- Apply 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.
- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes.
- Select and organise subject content in logical, sequential and structured ways to address student learning outcomes.
- Apply a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies.
- Reflect critically on feedback from a range of sources and use this information to improve teaching practice.

Online task participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **ongoing**

Weighting: **20%**

A grade will be awarded based on the quality of work completed in online tasks.

On successful completion you will be able to:

- Demonstrate detailed content knowledge as well as a research-based understanding of the pedagogies of Economics and Business Studies.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs by differentiating the instruction.
- Apply 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.

- Plan and implement coherent lessons and units of work that are designed to engage students and address learning outcomes.
 - Select and organise subject content in logical, sequential and structured ways to address student learning outcomes.
 - Apply a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies.
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¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

iLearn

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357 or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

ICT skills

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

Structure

The unit comprises five three-hour workshops in Weeks 1, 2, 3, 4 and 5. The workshops will all be completed via Zoom.

You will find the Zoom links on the unit's iLearn page along with the materials for each workshop.

There are also online learning activities which you will complete in preparation for, and following, each Zoom workshop. Details of these activities can be found on iLearn.

Attendance

The Master of Teaching is a professional, NESAC accredited qualification. **Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is mandatory.** All students must meet the 80% attendance requirement.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Attendance for Master of Teaching units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement. Activities completed during weekly tutorials or on campus days 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. 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 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

External Students

- The on-campus sessions on (insert dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special

Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

5Rs Framework

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

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Reflexive:

Assessment Tasks 1 and 2 will help you to reflect on your role as an Economics and Business Studies teacher and how you apply your knowledge and skills in the classroom

Responsive:

Throughout the session, you will develop your understanding of how to plan quality lessons for Economics and Business Studies. Assessment Task 2 will focus specifically on developing your understanding of lesson design in Economics and Business Studies.

Ready to learn:

Your ongoing and active participation in tutorials will help you to understand the factors shaping how students learn in Economics and Business Studies and to make appropriate adjustments to ensure that all students have adequate opportunities to learn.