



EDST8231

Teaching Economics and Business Studies in the Secondary School 2

Session 1, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff
Convenor
Michelle O'Brien
michelle.obrien@mq.edu.au
Contact via via email
N/A
as arranged via email
Credit points
10
Prerequisites
EDST8230 and EDST8237
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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

Criteria for awarding grades for assessment tasks

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. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
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.
C (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 course progression.

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
<u>Stage 6 topic analysis</u>	35%	No	23:55 17/03/2024
<u>Online task participation</u>	20%	No	23:55 2/06/2024
<u>Designing a teaching program</u>	45%	No	23:55 05/05/2024

Stage 6 topic analysis

Assessment Type ¹: Design Task

Indicative Time on Task ²: 25 hours

Due: **23:55 17/03/2024**

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.

Online task participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 25 hours

Due: **23:55 2/06/2024**

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

Designing a teaching program

Assessment Type ¹: Programming Task

Indicative Time on Task ²: 30 hours

Due: **23:55 05/05/2024**

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.

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

Required and recommended texts

Recommended: Hall, J & Lawson K. (2019). Teaching Economics: Perspectives on Innovative Economics Education. Springer. <https://doi.org/10.1007/978-3-030-20696-3>

Recommended: Karunaratne, P.S.M., Breyer, Y.A., & Wood, L.N. (2016). Transforming the economics curriculum by integrating threshold concepts. Education and Training, 58(5), 492 - 509. DOI: 10.1108/ET-02-2016-0041

Also, please see the Leganto list

Information about the unit iLearn site

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. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and

suggested references will be included in the Resources section. Please check the iLearn unit regularly. PowerPoint slides are available in iLearn in advance of the weekly lecture.

Access and technical assistance

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

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

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2024/>

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

This unit continues to explore the methodologies of teaching Commerce, Economics and Business Studies, this time with a focus on Stage 6 Economics and Business Studies. The unit commences with a conceptualisation of what it means to be a professionally engaged Economics and Business Studies teacher. Subsequent modules will cover areas including analysing the Economics and Business Studies syllabus, engaging students in critical thinking, implementing differentiation in teaching, research based learning, assessment in the senior years, improving literacy and subject focused pedagogy. Further information will be available on the 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](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for Master of Teaching (Primary and Secondary) 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 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.

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

Infrequent Attendance Students

Information about the dates if the on-campus sessions can be found in the university timetable <https://timetables.mq.edu.au/2024/>

- The on-campus sessions 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.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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

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:

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.

Research-engaged: through an exploration and application of empirical research about pedagogical practice in the Economics and Business Studies classroom.

Unit information based on version 2024.01R of the [Handbook](#)