USC

COURSE OUTLINE

EDU728 Teaching Senior Secondary Arts 2

Course Coordinator: Rachael Dwyer (rdwyer@usc.edu.au) **School:** School of Education and Tertiary Access

USC Sunshine Coast	ON CAMPUS	Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course is only for students with two teaching areas in the Arts. In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Arts curriculum in your second teaching area. You will learn how to design lesson plans and learning sequences that will engage diverse learners based on critical reflection on current trends in the arts. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within the arts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – You are expected to attend and participate in weekly scheduled tutorials.	2hrs	Week 1	10 times
Lecture – A weekly pre-recorded lecture will be available through Blackboard.	2hrs	Week 1	10 times

1.3. Course Topics

• Senior Curriculum framework and relevant policy and implementation documents in second teaching area

• Curriculum planning, design and alignment of pedagogy, learning outcomes, content and assessment relevant to second teaching area

• Requirements for senior assessment, moderation and reporting in second teaching area

• Designing and using assessment as an integral part of monitoring students' learning and curriculum decision making in second teaching area

• Engagement with Arts Education professionals

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate your deep applied knowledge of content and pedagogy for Senior Secondary Arts curriculum in Queensland, and design innovative learning sequences that use a range of teaching and learning strategies.	Knowledgeable Creative and critical thinker
2 Design and implement masterful teaching and learning strategies, that incorporate, ICT, literacy, numeracy and 21-century skill for senior secondary Arts students.	Knowledgeable Creative and critical thinker
3 Critically reflect on, theorise and evaluate senior secondary Arts curriculum design and implementation with a focus on engaging students and providing achievable challenges.	Knowledgeable Creative and critical thinker
4 Apply the principles of assessment that measure senior Arts students' progress towards achievement standards in senior secondary, demonstrating deep understanding of moderation, feedback and reporting.	Knowledgeable Creative and critical thinker
5 Create oral and/or written communication concerning curriculum teaching, learning and assessment in senior secondary Arts for classroom and professional contexts.	Knowledgeable

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED706 and two of Dance, Drama, Media Arts, Music or Visual Arts Teaching areas

5.2. Co-requisites

EDU727

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Specialist knowledge of one of the strands of the Arts from previous undergraduate studies.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Lecturer and peer feedback for Task 1 will be given prior to Week 4.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Individual	30%	7-10 minutes	Week 4	Online Assignment Submission with plagiarism check
All	2	Activity Participation	Individual	20%	25 minutes, 20 questions	Week 6	Online Test (Quiz)
All	3	Portfolio	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Senior Learning Sequence Deconstruction and Re-creation

GOAL:	The goal of this task is to develop your knowledge and understanding and application of engaging ways to communicate with students and parents/carers about senior secondary Arts curriculum choices.
PRODUCT:	Oral
FORMAT:	You have been selected by the Head of Department to attend the senior subject evening to talk to parents and students about the value the Arts as a senior secondary subject. In this video presentation, you will demonstrate your understanding of the content, underlying philosophy, and pedagogy of the subject including how it connects with future study and work pathways. You will answer questions about how the senior secondary subject contributes to the Queensland Certificate of Education and/or ATAR.

CRITERIA:	No.		Learning Outcome assessed
	1	Application of deep knowledge of Arts curriculum content and syllabus requirements	1
	2	Understanding of theory and research to create a strong rationale for studying The Arts.	3
	3	Written, visual and oral communication skills appropriate for the audience	5

All - Assessment Task 2: Senior Secondary Quiz

GOAL:	The goal of this task is to demonstrate your knowledge of the senior secondary lecture topics.
PRODUCT:	Activity Participation
FORMAT:	You will participate in a 25 -minute online Quiz during your lecture in week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including: • History of senior schooling in Queensland • Types of senior secondary syllabuses • Role of cognitive verbs in senior secondary syllabuses and assessment • Curriculum design and alignment • ATAR and QCE processes for senior secondary • Access and reasonable adjustment for senior secondary assessment • Diagnostic, formative, summative assessment and reporting in senior secondary • Summative assessment feedback and moderation practices in senior secondary • The role of literacy and numeracy and 21st century skills in senior secondary You will require access to your own mobile device to undertake the examination during the lecture time.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	① ④

All - Assessment Task 3: Arts resource portfolio

GOAL:	The goal of this task is for you to demonstrate your capacity to analyse and evaluate resources (stimulus, text, artwork, repertoire) and justify its use the Senior Secondary classroom.
PRODUCT:	Portfolio
FORMAT:	This task has 3 components. 1. You will select a resource, artwork, piece of stimulus from the recommended lists for Unit 1 or 2 from your syllabus. You will annotate this resource by analysing using the framework outlined in your syllabus. 2. You will write 1-2 sample learning experiences that aligns with each Unit Objective that directly uses the chosen stimulus, or builds on the ideas or concepts within it. The learning experiences should contain evidence of the Underpinning Factors. 3. You will write a sample assessment task for the unit, that builds on the learning experiences described in Part 2. The task may use the same or different stimulus, but there should be evidence of connection and coherence. You will need to ensure that you meet all syllabus advice and requirements. 4. You will write a justification for your choices, drawing from the syllabus and academic literature.

CRITERIA:	No.		Learning Outcome assessed
	1	Selects an appropriate resource for use in Senior Secondary Arts	①
	2	Designs learning experiences that are stimulating and challenging, reflecting the syllabus requirements of Literacy, Numeracy and ICT	②
	3	Sample assessment task demonstrates knowledge of assessment, moderation and feedback processes, meeting all syllabus requirements	④
	4	Justification of resource and assessment choices, connecting theory and practice.	③
	5	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	⑤

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9.   How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au