



## Course Outline

**Code: EDU729**

### **Title: Teaching Junior Secondary Business**

<b>Faculty:</b>	Science, Health, Education and Engineering
<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 1
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Dr Kenneth Young
<b>Course Moderator:</b>	Dr Alison Willis

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 explores the importance of Business education in Years 7-10. You will engage with and learn about transformative curriculum practices utilising the Australian Curriculum Business documents and the Queensland Subject Area Syllabus and Guidelines (SASC) for Business Education. You will develop your specialised discipline specific pedagogy and apply your deep knowledge, understanding and skills in Business to integrate and adapt learning, to engage students in roles as active and informed citizens, consumers, workers and entrepreneurs.

##### **1.2 Course topics**

- Australian curriculum: Business
- Key reports, policy and initiatives relating to Business education
- Strategies for differentiating teaching to meet the specific learning needs of students in Business education
- Concepts, principles and structure of Business pedagogy including content and teaching strategies
- Pedagogical content knowledge specific for Business
- Authentic experiences and curriculum design in Business
- ICT applications in teaching and learning in Business education

#### **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?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply a deep knowledge of business content, curriculum, and literature to collaboratively create lesson plans, engage students in learning, and reflect upon professional practice.	1. Lesson Plans 2. Teaching: Segment of a lesson 3: Examination	Creative and critical thinkers. Knowledgeable.
Implement relevant safety measures and risk assessment procedures specific to business.	1. Lesson Plans	Knowledgeable.
Apply a deep knowledge and demonstrate mastery of pedagogy in the business subject to engage Year 7 – 10 students.	1. Lesson Plans 2. Teaching: Segment of a lesson	Creative and critical thinkers. Knowledgeable.
Cater for diverse student learning needs and adopt a student-centred approach to teaching, learning and classroom organisation in the selected technologies curriculum area.	1. Lesson Plans 2. Teaching: Segment of a lesson 3: Examination	Ethical.

#### 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 Enrolment restrictions

Students must be enrolled in ED706 Master of Teaching (Secondary) and with a Business teaching area.

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

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

### 6.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Lesson Plans	Group	20	Draft Lessons 1500 words	Week 5 (Formative feedback in tutorials in Week 3 and 4)	Blackboard (SafeAssign)
2	Teaching: Segment of a lesson	Group	30	Interactive 20 minutes (1000 words)	Week 6 – 8 in tutorials	In tutorial
3	Lesson Reflection: Analysis and review of lessons	Individual	50	Written Reflection (1000 words) and Final Lesson Plan (1500 words) 2500 words total	One week after Task 2 (Wk 8 - 10)	Blackboard (SafeAssign)
			100%			

#### Assessment Task 1: Lesson Plan: Teaching New Knowledge

<b>Goal:</b>	The goal of this task is to create a series of three lessons for Year 8 Economics and Business students.
<b>Product:</b>	Lesson Plans
<b>Format:</b>	<p>This task involves you designing and planning a sequence of three (3) 70 minute lessons for a Year 8 Design and Technologies class. The focus of the lessons is on developing an answer for a contemporary business problem.</p> <p>The lesson plan should include activities that focus on a business-related problem concerning the marketing of a new product. Your lesson plans may include, but are not limited to, any one of the following activities:</p> <ul style="list-style-type: none"> <li>• Consumer surveys to determine market needs.</li> <li>• Review of existing competition products and reviewing using SWOT analysis.</li> <li>• Design of a marketing plan for the new product.</li> <li>• Design of advertising to promote the product to a particular target demographic.</li> <li>• Design of a simple artefact to meet a particular market need</li> </ul> <p>You should take into consideration any safety requirements when organising business activities and awareness of the need for risk assessment. You should take into consideration the needs of diverse learners when planning these lessons.</p> <p>These plans will be submitted to your tutor and you will receive formative feedback from your tutor during tutorial time before the due date.</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Design of lesson plans.</li> <li>2. Applied knowledge of content, curriculum, teaching and learning strategies, (including strategies for catering for diversity) for Design and Technologies Curriculum to create lesson plans.</li> <li>3. Organisation, safety measures and risk assessment skills.</li> <li>4. Use of information and communication technologies</li> </ol>

Generic skill assessed	Skill assessment level
Collaboration	Specialised
Organisation	Specialised
Applying technologies	Specialised

**Assessment Task 2: Lesson Teaching: Segment of a lesson**

<b>Goal:</b>	The goal of this task is to allow you to teach a 20 minute segment from one of the lessons you developed to meet Assessment Task One	
<b>Product:</b>	Teaching: Segment of a lesson	
<b>Format:</b>	Teach a segment (20 minutes) of one of the lesson plans from Task 1 to your peers and obtain feedback from your tutor and peers. Demonstrate strong pedagogy, including the incorporation of ICT into your lesson segment, teaching communication skills, classroom organisation, and a capacity to differentiate for diverse learning needs.	
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Implementation of teaching and learning strategies for Design and Technologies Curriculum.</li> <li>2. Classroom organisation and use of resources to enhance learning, including information and communication technologies.</li> <li>3. Oral communication for Junior Secondary contexts.</li> <li>4. Collaborative teaching skills for Junior Secondary contexts.</li> </ol>	
<b>Generic skill assessed</b>	<b>Skill assessment level</b>	
Applying technologies	Specialised	
Collaboration	Specialised	
Organisation	Organisation	

**Assessment Task 3: Examination**

<b>Goal:</b>	The goal of this task is to demonstrate your knowledge and application of course topics	
<b>Product:</b>	Examination	
<b>Format:</b>	<p>An exam will provide you with the opportunity to provide evidence of your engagement with Course topics. Including the following core topics:</p> <ul style="list-style-type: none"> <li>• Australian Curriculum: Design and Technologies</li> <li>• Inquiry learning in Junior Secondary Design and Technologies</li> <li>• Planning for teaching in Junior Secondary Design and Technologies lessons and learning sequences</li> <li>• Formative and summative assessment strategies in Design and Technologies.</li> <li>• Implementation of ICT, literacy numeracy and cross-curricular themes and general capabilities in Design and Technologies.</li> <li>• Strategies for differentiating teaching to meet the specific learning needs of students in Design and Technologies</li> </ul> <p>The exam will be 80 minutes long and will consist of short answer, scenario questions and short essays on the course topics.</p>	
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge and understanding of <ul style="list-style-type: none"> <li>- Australian Economics and Business curriculum</li> <li>- Resources and teaching strategies to support student learning</li> <li>- Assessment planning and design and reporting</li> </ul> </li> <li>2. Written communication and academic literacies including grammar, English expression and technical accuracy.</li> <li>3. Use of written language that demonstrates a level of personal literacy for professional contexts.</li> </ol>	

Generic skill assessed	Skill assessment level
Communication	Specialised
Organisation	Specialised

## 7. What are the course activities?

### 7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

### 7.2 Course content

Teaching Week / Module	What key concepts/ content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1 Weeks 1 - 3	Learning and Teaching Business: The context and rationale for Technology education.	In this module you will explore the philosophy of Business education and develop an appreciation of this curriculum area.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research as appropriate to Business education. Reading and knowledge of the National and State curriculum documents expected in this module.
Module 2 Weeks 4 - 7	The Business Subject Area Syllabus and Guidelines in Queensland schools.	This module will develop your Business education activities. Lectures and Tutorials will showcase examples of various Business activities, which you are expected to practice and develop in tutorials.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research into Business. Task 1 due during this module
Module 3 Weeks 8 - 10	Business education methodologies and assessment in Business education.	This module will show you how to integrate various classroom methodologies into Business education. As well as creating the assessment tasks this module will look at feedback and reporting for students, school and parents.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research. Task 2 and Task 3 completed during this module.

Please note that the course activities may be subject to variation.

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

Please note that 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)

N/A

## 8.2 Specific requirements

Nil

## 9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

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

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

#### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#). Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.5 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>

#### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

#### 10.7 Education Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Lesson Plan	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.

	<p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>
Task 2: Lesson Teaching	<p>2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>
Task 3: Lesson Reflection	<p>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.2 Organise content into an effective learning and teaching sequence.</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3 Include a range of teaching strategies.</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p> <p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>

**Overview of the Master of Teaching (Secondary) Program**

**Phase 1 - Orientation to the profession:**

EDU764 Quality Teaching and Learning

EDU765 Professional Experience: Orientation to the Profession

First two curriculum courses

**Phase 2 - Enhancing professional knowledge and skills:**

EDU712 Diversity and Inclusion

EDU713 Individual Learner Needs

EDU715 Literacy and Numeracy across the Curriculum

EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning

EDU766 Assessing Learning

EDU714 Professional Experience: Managing Learning Environments

Second two curriculum courses

**Phase 3 - Synthesis of professional knowledge in practice and research:**

EDU717 Using Data for Learning

EDU718 Teacher as Researcher

EDU719 Teacher as Global Practitioner

EDU720 Professional Experience: The Professional Teacher