



Course Outline

Code: EDU736

Title: Teaching Senior Secondary Business

School of:	Education
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Dr Kenneth Young
Course Moderator:	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 encompasses theoretical and practical aspects of Business education including discipline specific pedagogy and knowledge of the Australian Curriculum and Queensland Senior syllabus for Business subjects in Years 11-12. The course focuses on curriculum planning and alignment of content, pedagogy and assessment in Business subjects. You will design and create real-life situations, simulations and case studies relevant to your focus areas and develop your own professional networks incorporating a range of perspectives; employer, employee or self-employed individual.

1.2 Course topics

- Senior Curriculum frameworks in Business subjects
- Curriculum planning and alignment of content, pedagogy and assessment
- Specific learning and teaching requirements in Business subjects
- Engaging diverse learners in quality learning
- Assessment and reporting practices in the senior phase
- Designing and using assessment as an integral part of monitoring students learning and curriculum decision making in the Senior Phase of schooling
- Dimensions of authentic experience and the significance of Business education
- Engagement with professional networks and associations

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?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply advanced knowledge of key curriculum frameworks, pedagogy, planning approaches and assessment practices in specific Business subjects to design teaching programs and reflect on teaching.	1. Teaching into the Future: Essay 2. Lesson sequence and teaching segment 3. Video Presentation "Snapshot"	Knowledgeable.
Apply a student-centred and aligned approach to design curriculum organisation and planning, assessment practices, reporting and problem-solving.	2. Lesson sequence and teaching segment 3. Video Presentation "Snapshot"	Engaged.
Engage with professional organisations, analyse the impact of significant issues on learning and teaching and advocate for positive action or change within the disciplines of Business education.	1. Teaching into the Future: Essay 2. Lesson sequence and teaching segment 3. Video Presentation "Snapshot"	Engaged.

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 Details of early feedback on progress

Students will be given feedback to accompany each task to assist the student to improve and progress through the course.

6.3 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	Teaching into the Future: Essay	Individual	25	1500	Friday Week 4	Blackboard (SafeAssign)
2	Lesson sequence and teaching segment	Individual	40	1600 word Lesson plan sequence + 15 minute presentation	In tutorials Weeks 5 - 9	Blackboard (SafeAssign)
3	Video Presentation "Snapshot"	Individual	35	10 Minute video followed by 500 word reflection	Friday Week 10	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Teaching into the Future: Essay

Goal:	The goal of this task is for you to respond to recent policy, debates and or issues impacting on learning and teaching, industry currency, national policies and educational knowledge in your Business discipline and develop a critical reflection essay advocating for specification to enhance student learning outcomes or teaching practice.
Product:	Teaching into the Future: Essay
Format:	<p>Write an essay to demonstrate your understanding of issues that affect practice in your discipline area. You will identify a particular issue or question of relevance to you in your future practice as a teacher of a Business discipline in Years 11-12. Your issue / question must be approved by your tutor by Week 4. You will explore the way the literature in the field suggests you should approach this issue. Your topic must include reference to the following:</p> <ol style="list-style-type: none"> 1. The QCAA curriculum requirements, 2. A teaching resource relevant to the impact of your issue/question, and 3. Teaching senior Business subjects, the AITSL standards and impact on future teaching practices. <p>Conclude with a statement of intent regarding steps teachers could take towards managing this issue in future practice. <i>Formative feedback will be provided prior to submission.</i></p>
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of policy, policy debates and issues that impact on curriculum, assessment, teaching and learning in the Business context. 2. Evidence of engagement with professional organisations related to Business education. 3. Advocacy for Business education in the Senior Phase of schooling. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 2: Lesson sequence and teaching segment

Goal:	The goal of this task is for you to plan a sequence of four Year 11 or Year 12 lessons in your Business discipline and teach a segment of one lesson to peers.
Product:	Lesson sequence and teaching segment
Format:	You are required to design a sequence of four 70 minute lessons on a senior phase unit based on the QCAA requirements in your Business discipline. You are also required to present a 15 minute segment of one of the lessons to your peers in the tutorial. The presentation is expected to be highly engaging for your peers in your chosen topic from the senior syllabus, and should keep strictly to the time limit. You must also include the appropriate use of ICT for senior phase Business curriculums. There will be an opportunity for peer feedback.
Criteria:	<ol style="list-style-type: none"> 1. Knowledge of QCAA Business curriculum and content knowledge in planning a sequence of lessons. 2. Evidence of contemporary pedagogies, authentic learning and engaging activities in lesson sequence and delivery of teaching segment. 3. Presentation and teaching skills to engage senior students. 4. Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Assessment Task 3: Video presentation “snapshot”

Goal:	The goal of this task is to develop your understanding and application of engaging ways to communicate with students and parents/carers about senior secondary Business choices. You will then reflect on your performance to identify future professional development goals and plans. .
Product:	Oral and Written Piece
Format:	You have been selected by the Head of Department develop a video presentation “snapshot” for the school’s senior subject evening. The video presentation “snapshot” is to highlight to parents and students the value of senior secondary Business. In the video presentation “snapshot”, 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 senior secondary Business contributes to the Queensland Certificate of Education and/or ATAR. In addition to submission of the video presentation “snapshot”, you will prepare a 500-word reflection that identifies: <ol style="list-style-type: none"> a) Strengths and areas for improvement of your knowledge of the senior secondary Business content, pedagogy or presentation b) One specific and measurable professional learning goal for the semester that is related to the senior secondary Business area and plan for achieving the learning goal.
Criteria:	<ol style="list-style-type: none"> 1. Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge. 2. Oral communication skills appropriate for the audience. 3. Professional reflection upon performance to identify a specific and measurable professional learning goal and create a plan for its achievement

7. What are the course activities?

7.1 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. 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

Week # / Module #	What key concepts/content will I learn?
Module 1 Week 1 - 3	The Senior Syllabus and other related curriculum documents – developing an understanding of national policy, employability skills, educational knowledge and strategies for working with industry and employers. The module will unpack the syllabus relevant to your discipline. You will discuss the distinct needs of senior phase learners. You will also explore and create practices that reflect the syllabus requirements and senior phase learners.
Module 2 Week 4 - 7	Industry awareness and global Business practices. This module will include exploration of traditional and emerging Business practices. You will critically reflect on historical and current business practices.
Module 3 Weeks 8 - 10	Authentic Business assessment. This module will show you how to create authentic Business assessment for all students. As well as creating the assessment tasks this module will look at feedback and reporting for students, school and parents.

Please note that the course content 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)

No set text.

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

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 South Bank** - 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

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: Teaching into the Future: Essay	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
Task 2: Lesson sequence and teaching segment	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. 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. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.
Task 3: Video presentation "snapshot"	2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

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.

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