



COURSE OUTLINE

EDU762

Teaching Junior Secondary Technology

Course Coordinator: Kenneth Young (kyoung@usc.edu.au) **School:** School of Education and Tertiary Access

2022 | Semester 1

USC Sunshine Coast

BLEND
ED
LEARN
ING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

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 builds capacity to design and discern effective pedagogy within Technologies for Years 7 -10. You will organise and plan lessons using the Australian Curriculum for Technologies, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, in order to engage Junior Secondary students. You will develop deep knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	10 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities.	2hrs	Week 1	10 times
Seminar – Online	2hrs	Week 1	3 times
Independent Study/Research – You are required to engage in self directed learning using Canvas course modules and current research/reading via USC library.	1hr	Week 1	10 times
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	10 times
Tutorial/Workshop 1 – An online approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities. Tutorials will be delivered via Zoom.	2hrs	Week 1	10 times
Seminar – Online	2hrs	Week 1	3 times
Independent Study/Research – You are required to engage in self directed learning using Canvas course modules and current research/reading via USC library.	1hr	Week 1	10 times

1.3. Course Topics

Topics in this course include:

- The Australian Curriculum
- The Technologies component of the Australian Curriculum
- Assessment strategies in Technologies
- Lesson Planning
- Pedagogical practice in Technologies

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 MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership

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On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Apply a deep knowledge of technologies content, curriculum, and literature to collaboratively create lesson plans, engage students in learning, and reflect upon professional practice.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.6 - Evaluate and improve teaching programs 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>
<p>2 Implement relevant safety measures and risk assessment procedures specific to design or digital technologies</p>	<p>Knowledgeable</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning</p>

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On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>3 Apply a deep knowledge and demonstrate mastery of pedagogy in the technologies subjects to engage Year 7 - 10 students in design or digital technologies.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.5 - Use effective classroom communication 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data</p>

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<p>4 Cater for diverse student learning needs and adopt a student-centred approach to teaching, learning and classroom organisation in the selected technologies curriculum area.</p>	Ethical	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>2.3 - Curriculum, assessment and reporting</p> <p>2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>2.5 - Literacy and numeracy strategies</p> <p>2.6 - Information and Communication Technology (ICT)</p> <p>3.1 - Establish challenging learning goals</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>3.5 - Use effective classroom communication</p> <p>3.6 - Evaluate and improve teaching programs</p> <p>4.1 - Support student participation</p> <p>4.2 - Manage classroom activities</p> <p>4.5 - Use ICT safely, responsibly and ethically</p> <p>5.1 - Assess student learning</p> <p>5.2 - Provide feedback to students on their learning</p> <p>5.3 - Make consistent and comparable judgements</p> <p>5.4 - Interpret student data</p> <p>5.5 - Report on student achievement</p>

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 a Technology Teaching area

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

Formative feedback will be provided on your Lesson Plan sequence during tutorials.

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	Written Piece	Individual	20%	Draft Lessons 1500 words	Week 5	Online Submission
All	2	Oral and Written Piece	Individual	30%	Interactive 15 minutes (1000 words)	Refer to Format	In Class
All	3	Artefact - Creative, and Written Piece	Individual	50%	5 Minute video followed by 500 word reflection	Week 10	Online Submission

All - Assessment Task 1: Lesson Plans

GOAL:	The goal of this task is to create a series of three lessons for Year 8 Design and Technologies students.	
PRODUCT:	Written Piece	
FORMAT:	This task involves you designing and planning a sequence of three (3) 70 minute lessons for a Year 8 Design and Technology class. The focus of the lessons is on developing an answer for a contemporary design problem. The lesson plans should include activities that focus on a contemporary design problem, for example the design of products (Design and Technologies) or design of web applications or multimedia assets (Digital Technologies). Your lesson plans may include, but are not limited to, any one of the following activities: Design of a business logo and associated graphics. Alternative design of an existing simple artefact (such as a computer mouse). Design of a web page for a local club or group. Design of a stop motion video to respond to a theme. Design of a simple artefact to meet a particular need. You should take into consideration any safety requirements when organising technology activities and awareness of the need for risk assessment. You should take into consideration the needs of diverse learners when planning these lessons. These plans will be submitted to your tutor and you will receive formative feedback from your tutor during tutorial time before the due date.	
CRITERIA:	No.	Learning Outcome assessed
	1	Design of lesson plans. 3
	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. 1
	3	Organisation, safety measures and risk assessment skills. 2
	4	Use of information and communication technologies 4

All - Assessment Task 2: Teaching Segment of a lesson

GOAL:	The goal of this task is to allow you to teach a 20minute segment from one of the lessons you developed to meet Assessment Task One.	
PRODUCT:	Oral and Written Piece	
FORMAT:	Submit: Week 6 - 8 in tutorials Teach a segment (15 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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Implementation of teaching and learning strategies for the Technologies Curriculum. 3
	2	Classroom organisation and use of resources to enhance learning, including information and communication technologies 1
	3	Oral communication for Junior Secondary contexts. 3
	4	Collaborative teaching skills for Junior Secondary contexts 4

All - 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 junior secondary Technologies. You will then reflect on your performance to identify future professional development goals and plans.	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	You have been selected by the Head of Department develop a video presentation “snapshot” for Year 6 parents attending an information evening at your secondary school. The video presentation “snapshot” is to highlight to parents and students what they can expect from the Technologies subject. 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 other Australian Curriculum learning areas. You will answer questions about how junior secondary Technologies is supported by the General Capabilities and Cross-Curriculum Priorities. In addition to submission of the video presentation “snapshot”, you will prepare a 500-word reflection that identifies: a) Strengths and areas for improvement of your knowledge of the junior secondary Technologies content, pedagogy or presentation b) One specific and measurable professional learning goal for the semester that is related to the junior secondary Technologies area and plan for achieving the learning goal	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding of - Australian curriculum for Technologies - Resources and teaching strategies to support student learning - Assessment planning and design and reporting 1
	2	Oral communication skills appropriate for the audience. Use of written language that demonstrates a level of personal literacy for professional contexts 3
	3	Professional reflection upon performance to identify a specific and measurable professional learning goal and create a plan for its achievement 3

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 Canvas 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. 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