



COURSE OUTLINE

EDU736

Teaching Senior Secondary Business

Course Coordinator: Melanie Cavanagh (mcolquho@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Business curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. 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 Business.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Lecture – You are required to engage with an online lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

1.3. 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?

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
<p>1 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.</p>	Knowledgeable	<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>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>

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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>2 Apply a student-centred and aligned approach to design curriculum organisation and planning, assessment practices, reporting and problem-solving.</p>	Engaged	<p>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 3.4 - Select and use resources 4.1 - Support student participation 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>3 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.</p>	Engaged	<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 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>

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 Legal Studies or Business 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

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

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	40%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	20%	25 minutes	Refer to Format	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	40%	10 Minute video followed by 500 word reflection	Week 10	Online Assignment Submission

All - Assessment Task 1: Lesson sequence and teaching segment

GOAL:	The goal of this task is for you to plan a sequence of three Year 11 or Year 12 lessons in your Business discipline and teach a segment of one lesson to peers.
PRODUCT:	Written Piece
FORMAT:	You are required to design a sequence of three 70 minute lessons on a senior phase unit based on the QCAA requirements in your Business discipline. You are also required to present a 10 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. There will be an opportunity for formative feedback.

CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of QCAA Business curriculum and content knowledge in planning a sequence of lessons. 1
	2	Evidence of contemporary pedagogies, authentic learning and engaging activities in lesson sequence and delivery of teaching segment. 2
	3	Presentation and teaching skills to engage senior students. 1
	4	Written communication and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. 2

All - Assessment Task 2: Examination

GOAL:	The goal of this task is to demonstrate your knowledge of senior secondary lecture topics.	
PRODUCT:	Examination	
FORMAT:	<p>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:</p> <ul style="list-style-type: none"> 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 <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge and understanding senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices. 1

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 senior secondary Business choices. You will then reflect on your performance to identify future professional development goals and plans.	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	<p>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:</p> <ul 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:	No.	Learning Outcome assessed
	1	Knowledge and understanding of senior secondary curriculum content and pedagogical knowledge. 1
	2	Oral communication skills appropriate for the audience. 1
	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 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

Nil

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