



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6715
Business Studies Method 1

Semester 1, 2017

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	5
7. ASSESSMENT	7
8. RESOURCES	16

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6715 Business Studies Method 1 (6 units of credit)
Semester 1 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Len Nixon
Office Location: John Goodsell 132
Email: l.nixon@unsw.edu.au
Phone: 0418236352
Availability: Email for an appointment

3. COURSE DETAILS

Course Name	Business Studies Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Thursday 17:00 – 18:00 (w1-7, 8-10, N4) Mathews 101
Tutorial	Thursday 18:00 – 20:00 (w1-7, 8-10, N4) Morven Brown LG30

Summary of Course

This course is designed to inculcate and infuse the student with a theoretical and practical understanding of the current BOSTES Business Studies curriculum, pedagogy and assessment strategies. Complementing this is the need to honour the concept of differentiation, equity, cultural diversity and acknowledging and incorporating various forms of literacy into classroom practices and activities.

The main ways in which the course has changed since last time as a result of student feedback:

- *Greater use of ICT, including Moodle for readings and other documents*
- *More formative feedback both in class and via Turnitin for assignments*

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2
6	Practise the ethical and professional values expected of teachers	3

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.	2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2, 3
2.2	Organise content into an effective learning and teaching sequence.	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2, 3
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2, 3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	2, 3
3.3	Include a range of teaching strategies.	2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2

3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2, 3
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	2, 3
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2, 3

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1,5	1 and 2
Classroom Management	1,2,4	1 and 2
Information and Communication Technologies	3, 4,7,8,9,10	1 and 2
Literacy and Numeracy	3,4,7,8,9,10	1, 2 and 3
Students with Special Educational Needs	3,14	1 and 2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1 and 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course aims to develop and foster a capacity for each student to effectively teach business studies that meets the syllabus content and skills outcomes. The lectures and tutorials will emphasise and deliver content knowledge, where the delivery will be demonstrated through a range of strategies where the primacy is on understanding- a capacity to take knowledge and expressed it in different forms or mediums i.e. written, verbal, and or visual.

Focus will be on the use and appropriateness of teacher centred and student focused strategies. But these are set against a background of differentiation, equity and social inclusion.

5. TEACHING STRATEGIES

- Explicit teaching- lectures, where content will be delivered
- The use of cooperative or collaborative strategies where the emphasis on teamwork and student centred learning
- Visual thinking strategies and visual tools
- Formative assessment strategies
- Peer assessment and teaching
- The use of ICT
- Thinking routines
- Peer tutoring and reciprocal peer tutoring

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 2 March	<p>Understanding Stage 5 Commerce and 6 Business Studies</p> <ul style="list-style-type: none"> • Outcomes based Syllabus Concepts • Pedagogical Frameworks • Teaching for Understanding • Understanding by Design • Quality Teaching Framework • School Excellence Framework • Teaching for Understanding <p>Topic: The Nature of Business</p> <ul style="list-style-type: none"> • <i>The role of business</i> • <i>Types of Business</i> 	<p>Personal and Course Goals in doing the course</p> <p>Teaching strategies in relation to the Preliminary Business Studies course.</p> <p>Important factors contributing to improving student learning outcomes. John Hattie.</p> <p>Linking understanding and thinking strategies in relation to syllabus topic areas.</p> <p>National Priority Area Elaborations A.1, 4, 5. B. 1, 5.</p>
2 9 March	<p>Teaching strategy philosophies</p> <ul style="list-style-type: none"> • Teacher Directed • Student Centred • Discussion • Co operative <p>Topic: Influences on the business environment</p>	<p>Designing a unit of work</p> <ul style="list-style-type: none"> • Pedagogical framework • Rationale • Goals setting • Teaching strategies • Differentiation • Formative and summative assessment <p>Programming and the development of lesson plans and their construction in relation to achieving the course's outcomes. The classroom experiment - Dylan Wiliam</p> <p>National Priority Area Elaborations E.6, 7 C. 1, 2, 3, 4, 5, 6. D.17, 18, 19</p>
3 16 March	<p>Literacies used in the teaching of the Preliminary Business Studies Course. Examples: The use of general capabilities</p> <p>Topic: Business growth and decline</p>	<p>The integration and application of these literacies (general capabilities) into teaching strategies and practices relevant to Business Studies</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7</p>
4 23 March	<p>Teaching strategy: Co-operative learning</p> <p>Topic: Business growth and decline (Continued)</p>	<p>The use of jigsaw as a means of co operative learning</p> <p>Differentiation</p> <p>Assessment 1 due</p> <p>Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom.</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5</p>

5 30 March	<p>Topic: Management processes</p> <ul style="list-style-type: none"> • Marketing • Finance • Accounting 	<p>Visual tool kit – Visual literacy. Examples Infographics, Powerpoint, Prezi</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5</p>
6 6 April	<p>Topic: Assessment</p> <ul style="list-style-type: none"> • Its link to teaching and learning • The role of evaluation • Scope and sequence of assessment – Business Studies • The planning of assessment tasks • Literacy and Numeracy in Business Studies 	<p>Assessment for and of learning</p> <ul style="list-style-type: none"> • Process • Product • Thinking strategies • Questioning • Jigsaw • Mindmapping • Assessment of learning: using summative assessments for formative purposes (strategies to be used) <p>National Priority Area Elaborations D. 8, 9, 10, 11 E.6,7</p>
7 13 April	<p>Topic: Management Process (Continued)</p> <ul style="list-style-type: none"> • Operations • Human resources • Visual literacy • Thinking tools 	<p>Application of visual literacy and thinking tools to teaching, learning and assessment</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5</p>

Mid-Semester Break

8 27 April	<p>Topic: Managing change effectively</p> <ul style="list-style-type: none"> • The application of case studies • Possible business responses to change 	<p>The role of differentiation- process and product</p> <p>Assessment 2 Due</p> <p>National Priority Area Elaborations E.6, 7 D.17, 18, 19</p>
9 4 May	<p>Topic: The business planning process</p> <p>The construction of hypothetical case studies</p>	<p>The construction and use of case hypothetical studies</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5</p>
10 11 May	<p>Topic: The critical issues in business success and failure</p> <p>Professional Experience Expectations</p>	<p>The construction of summative assessment tasks</p> <p>National Priority Area Elaborations D. 1, 2, 3, 4, 7, 1 E.6, 7 C.1, 2, 3, 4, 5</p>

Professional Experience

N4 22 June	<p>Feedback and Reflection on PE1: highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources.</p> <p>Goals for Semester 2</p>	
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7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Areas	Due Date
1: Lesson Plans	2 500 words	40%	1, 2, 3, 4, 5	1.3,1.8,3.1, 4.2,5.4	A.1, B.1, 2, 4. C.3, 4, 7, 8, 9,10 D, 1, 4, 9,12 E.3	23 March
2: Unit Outline	4 000 words	60%	1, 2, 3, 4, 5	1.2,1.5, 2.1, 2.2, 2.3	A.1, 5. B.1, 2, 4. C 3, 4, 7, 8 D. 1, 4, 9 E.3, 14	27 April
3: Microteaching	10 minutes	S/U	3, 4, 6	2.1, 2.2, 2.5, 3.1. 3.5, 4.2, 6.3	D	As allocated in tutorial

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

ASSESSMENTS 1 and 3: Lesson plans and microteaching presentation

Two lesson plans (2,000 words equivalent), including a 500-word (minimum) rationale for the 10-minute microteaching lesson you will be presenting.

Design a sequence of two lesson plans. The 10-minute lesson you will be presenting for microteaching will be included in one of the lessons. The lesson plan is a standard SED format that will be explained and investigated during tutorials. The template to be used can be found on the SED website and will be available on Moodle. Your plans should include any prior knowledge the students would need to enable them to achieve the outcomes for each lesson. Relevant syllabus outcomes and content statements for the lessons must be written out in full. Include with your detailed plans any handouts you will be providing to the students.

Write a rationale for the sequence of two lessons in which you refer to readings that you have studied during the course and that are relevant to your microteaching lesson. These could include articles from the prescribed texts, from Moodle, from the Professional Experience lectures and from any other research articles that justify the teaching and learning activities you have chosen to deliver in your microteaching presentation.

Include in your rationale a description of the backgrounds, needs and abilities of the students to whom this lesson would be given.

At some stage in your microteaching lesson and subsequent presentation, you must demonstrate the use of a literacy or numeracy strategy, relevant to the subject content and the needs and abilities of the students you have identified in your rationale. These literacy/numeracy strategies will have been discussed in the Business Studies Method tutorials.

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 FEEDBACK SHEET
 EDST6715 BUSINESS STUDIES METHOD 1

Student Name:

Student No.:

Assessment Task 1: Lesson Plans and Microteaching rationale

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 500 word rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Business Studies • reflection engages with strengths and weaknesses of successful teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • ability to plan and assess for effective learning by designing a detailed lesson on the given pro-forma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plan, structure and resources consistently link to syllabus topics and outcomes • lesson rationale and reflection show evidence of analysis of syllabus and pedagogical requirements 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference specifically made to material, research and ideas presented in Business Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity 					
Structure and organisation of response <ul style="list-style-type: none"> • reflection shows evidence of critical analysis and identifies a specific learning for the future • rationale is 500 words 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Detail all stages of the lesson, using the correct Lesson Plan template • Meet appropriate academic and linguistic conventions such as English language that demonstrates control and confidence 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

HURDLE REQUIREMENT

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

Microteaching Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Microteaching Feedback Form

STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) Were instructions, explanations and questioning techniques effective? (3.3.1) Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) Were activities well organised and direction clear? (4.2.2) Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

Comments

Lecturer: _____ Date: _____ Satisfactory /Unsatisfactory (circle)

Assessment 2 – Unit Outline

ASSESSMENT 2

This assessment has two parts. Part A and Part B

Part A. Unit of work for HSC Preliminary course Stage 6 Business Studies course

Part B. The construction of a differentiation matrix Weighting: 60%

Part A

A unit of instruction devised for the HSC Preliminary Business Studies course.

Part A: Write a program for ONE (1) of the HSC Preliminary Business Studies topics for the Stage 6 Business Studies Syllabus.

Context of the unit of instruction

This class is a mixed ability, co-educational group of students in a comprehensive public/private high school. Thirty percent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands.

A diverse range of religious and cultural groups are represented in this class. A small number of students in this class demonstrate challenging behaviours.

- You must write **a rationale for the unit** (750 - 1 000 words) in which you:
 - State precisely what you want the students to learn i.e. concepts and why it is important
 - justify your choice of teaching and learning strategies for this class
 - detail the prior knowledge students must have to begin this unit
 - outline your pedagogical stance

The rationale should be about **750 – 1 000** words in length.

The unit outline is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit outline.

In the unit you design, you will be assessed on your ability to:

- choose appropriate resources for the class
- write a clear, logically argued rationale
- use the appropriate unit plan format
- make appropriate links between outcomes, content, assessment and teaching and learning strategies in the unit outline.
- include a range of interesting and engaging learning strategies
- include differentiation strategies
- include **formative assessment strategies** within the lesson plans
- use material and ideas presented in Business Studies and Method lectures.
- create a **summative assessment task** (to be used for formative purposes) reflecting Blooms Taxonomy. This means choosing a hierarchical set of directive verbs (see NSW Board of Studies web site) which is initially aimed at letting all students into the task and then using additional series of verbs as means of discriminating on the quality of answer produced by the student
- provide an accompany **marking scheme** which reflects the outcomes to be assessed

Lesson Plans.

You are to write 8 x 50 minute lesson plans for the unit of work. The emphasis should be on fostering understanding.

You must include in **each** lesson:

- a) an objective for each lesson. In other words what do you want the students to learn by the end of each lesson
- b) syllabus outcomes, including the relevant content statements, written in full from the stage 6 syllabus document
- c) formative assessment activities- “how do **you** know, they know”
- d) teaching and learning strategies – pedagogy
- e) acknowledgement of ACARA’s general capabilities within each of the lessons
- f) copies of any worksheets to be given to students- these are ones developed by you
- g) a list of resources used within the lesson

In these detailed lessons, you will be assessed on your ability to design:

- lessons that use ICT to enhance student learning and achieve syllabus outcomes
- lessons are interesting and engaging for students
- lessons clearly linked and designed to develop understanding, knowledge and skills
- lessons that are differentiated
- lessons have formative assessment strategies embedded within them
- lesson plans that thoroughly detail all stages of the lesson
- lessons are to be presented in the correct format and expressed in clear, accessible, standard English. This will be provided in the lecture.
- lessons are to demonstrate an understanding of material and ideas presented in Business Studies Method lectures, in the Combined Methods Lectures and in the Professional Experience lectures.

Part B: Differentiation**Requires the construction of a product matrix using of Multiple Intelligences and Blooms Taxonomy**

The aim of this task is to construct a matrix of activities based upon the use and application of Multiple Intelligences and Blooms Taxonomy as a means of fostering and recognizing levels of cognitive development (differentiation).

- Multiple Intelligences (modalities of learning - verbal/ linguistic, oral, visual/ spatial)
- The topic comes from the one chosen for Part A (Stage 5-6 HSC Preliminary Business Studies syllabus)
- Blooms Taxonomy – see hand out levels of cognition

Criteria for assessing the task

- Range of tasks for all the multiple intelligences used
- Quality of the 3 specific tasks
- Matching of the outcomes to the actual tasks
- Transparency of the assessment criteria
- Quality of the information provided in assessing the task

A template of the matrix will be handed out in the lecture.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6715 BUSINESS STUDIES METHOD 1

Assessment Task 2: Unit Outline

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Shows evidence of critical analysis and reflection. • Clear statement of syllabus outcomes. • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. • Effective use of individual and group activities to address teaching and learning goals. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Rationale linked to outcomes in the syllabus. • Reasons for the choice of teaching and learning strategies effectively explained. • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Reference specifically to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure. • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer:

Date:

Recommended: FL PS CR DN HD

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Lesson Plan	TurnItIn	6 th April
Task 2 Unit of Work	TurnItIn	18 th May
Task 3 Microteaching	Written and Verbal	One week following the lesson

8. RESOURCES

Resources

The Flipped Classroom,
<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks,
<http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

Required Readings

Chapman. Business Studies- Preliminary Course. Jacaranda 2014

All students must buy a copy of the Business Studies syllabuses:
NSW Board of Studies, Stage 6 Syllabus, Business Studies, Preliminary and HSC Course,

Alternatively, it is possible to download these syllabuses from the Board of Studies website:
www.boardofstudies.nsw.edu.au

Or you can buy a hardcopies for from the UNSW Bookshop on lower campus.

Readings on the UNSW Moodle website.

The teaching standards detailed on the AITSL Professional Graduate Teachers website:
<http://www.teacherstandards.aitsl.edu.au>

Further Readings

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba.

- Cowley, S (2010) *Getting the Buggers to Behave*. Continuum Publishing Group: London
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Marsh, C (2004) *Becoming a Teacher*, Longman: NSW, Frenchs Forest (5rd Edition)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
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