

EDU763

Teaching Senior Secondary Technology

School: School of Education and Tertiary Access

2024 Semester 2

UniSC Sunshine Coast

 BLENDED
LEARNING

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

Please go to usc.edu.au 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 Technologies curriculum areas. 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 Technologies subjects.

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.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	10 times

1.3. Course Topics

- Senior Curriculum frameworks in Technology subjects
- Curriculum planning and alignment of content, pedagogy and assessment
- Specific learning and teaching requirements in Technology 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 Technology 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
1 Apply advanced knowledge of key curriculum frameworks, planning approaches and assessment practices in specific Technology subjects to design teaching programs and reflect on teaching.	Knowledgeable	1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5
2 Demonstrate the use of Technology teaching strategies and pedagogies that engage students in quality learning in Senior Secondary Technology subjects.	Engaged	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.4, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5
3 Make meaningful connections between the Technology curriculum areas and industry applications.	Engaged	6.1, 7.4

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
2.1	Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
2.3	Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6	Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1	Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
3.2	Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3	Use teaching strategies: Include a range of teaching strategies.
3.4	Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.

CODE	COMPETENCY
4.2	Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
4.5	Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
5.5	Report on student achievement: 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
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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)

It is expected that students engaging in this course have undertaken tertiary technology content courses that will be drawn upon to complete this course

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	35%	1500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral and Written Piece	Individual	25%	15 minutes	Refer to Format	In Class
All	3	Artefact - Creative, and Written Piece	Individual	40%	10 Minute video followed by 500 word reflection	Week 10	Online Submission

All - Assessment Task 1: Lesson sequence

GOAL:	The goal of this task is for you to plan a sequence of three Year 11 or Year 12 lessons in your Technology discipline.													
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 Technology discipline. Your lesson plans must showcase your curriculum knowledge, pedagogical skills, differentiation opportunities and formative feedback mechanisms.													
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Knowledge of QCAA Technology curriculum and content knowledge in planning a sequence of lessons.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Evidence of contemporary pedagogies, authentic learning and engaging activities in lesson sequence and delivery of teaching segment.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Written communication and professional literacies including grammar, English expression, and technical accuracy for lesson planning.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge of QCAA Technology 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	Written communication and professional literacies including grammar, English expression, and technical accuracy for lesson planning.	2	
No.		Learning Outcome assessed												
1	Knowledge of QCAA Technology 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	Written communication and professional literacies including grammar, English expression, and technical accuracy for lesson planning.	2												

All - Assessment Task 2: Lesson Teaching: Segment of a lesson

GOAL:	The goal of this task is to allow you to teach a 15 minute 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:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Interactive teaching skills for Senior Secondary contexts.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Oral communication (verbal and non-verbal) for Senior Secondary contexts.</td> <td>2</td> </tr> <tr> <td>3</td> <td>Classroom organisation and use of resources to enhance learning, including information and communication technologies.</td> <td>1</td> </tr> <tr> <td>4</td> <td>Application of discipline content and curriculum knowledge in learning experiences.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Interactive teaching skills for Senior Secondary contexts.	1	2	Oral communication (verbal and non-verbal) for Senior Secondary contexts.	2	3	Classroom organisation and use of resources to enhance learning, including information and communication technologies.	1	4	Application of discipline content and curriculum knowledge in learning experiences.	1	
No.		Learning Outcome assessed															
1	Interactive teaching skills for Senior Secondary contexts.	1															
2	Oral communication (verbal and non-verbal) for Senior Secondary contexts.	2															
3	Classroom organisation and use of resources to enhance learning, including information and communication technologies.	1															
4	Application of discipline content and curriculum knowledge in learning experiences.	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 Technology choices. 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 the school's senior subject evening. The video presentation "snapshot" is to highlight to parents and students the value of senior secondary Technology. 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 Technology 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: Strengths and areas for improvement of your knowledge of the senior secondary Technology content, pedagogy or presentation One specific and measurable professional learning goal for the semester that is related to the senior secondary Technology 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. 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. 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

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 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. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC 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:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au