

## EDUC1048: Becoming a Teacher: Primary and Early Childhood Context

Callaghan and Ourimbah  
Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# OVERVIEW

### Course Description

Through undertaking this course students will be expected to:

1. Understand the demands of academic culture and literacy, and education as a field of study.
2. Demonstrate an awareness of the contributions of history, philosophy, psychology, and sociology to the understanding of education and the practice of teaching.
3. Engage with the notion of teaching as a profession.
4. Engage with theories that claim to capture the complexity of teachers' knowledge.
5. Engage with various approaches to pedagogy and assessment (incl. the NSW Quality Teaching framework).

### Contact Hours

#### Virtual Field Study \*

Online in Week 8. Instructions will be in the week 8 Canvas module.

3 hour(s) per Term Full Term

#### Lecture \*

Face to Face On Campus

1 hour(s) per Week for 12 Weeks starting Week 1

#### Tutorial \*

Face to Face On Campus

2 hour(s) per Week for 12 Weeks starting Week 1

\* This contact type has a compulsory requirement.

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator**      **Callaghan and Ourimbah**  
Dr Sally Patfield  
V127, V Building (Teaching) and CT307, CT Building (Research)  
[sally.patfield@newcastle.edu.au](mailto:sally.patfield@newcastle.edu.au)  
(02) 49215103  
Consultation: Please email in the first instance to make an appointment.

**Teaching Staff**              Other teaching staff will be advised on the course Canvas site.

**School Office**                **School of Education**  
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# SYLLABUS

**Course Content**              1. Academic culture and literacy.  
2. Education as a field of study.  
3. The historical, psychological and sociological disciplines that inform education.  
4. Teaching as a profession and craft.

**Course Learning Outcomes**      **On successful completion of this course, students will be able to:**  
1. Understand the demands of academic culture and literacy and education as a field of study  
  
2. Demonstrate an awareness of the contributions of history, psychology, and sociology and specialist studies in education to understanding the practice of teaching.  
  
3. Engage with the notion of teaching as a profession.  
  
4. Engage with theories that engage with the complexity of teachers' knowledge.  
  
5. Engage with approaches to pedagogy and assessment (incl. the NSW Quality Teaching framework)

**Course Materials**              **Recommended Reading:**  
- Learning materials will be made available via Canvas.

**Required Text:**  
- Sharp, H., Hudson, S, Weatherby-Fell, N., Charteris, J., Brown, B., Lodge, J., McKay-Brown, L., Sempowicz, T., Buchanan, R., Imig, S., Hudson, P., Vergano, M. & Walsh, M. (2021). *Introduction to education: Knowledge, practice and engagement*. Cambridge University Press. ISBN: 978-1-108/90018-8

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# COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

## Contact Hour Requirements:

- Virtual Field Study There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course
- Lecture There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course
- Tutorial There is a compulsory attendance requirement in this course. A minimum of 80% attendance is required to pass the course

## Course Assessment Requirements:

You are required to attempt all assessment tasks to pass the course.

To request an extension for an assessment you will need to apply for Adverse Circumstances before 11pm on the due date of the assessment (<https://www.newcastle.edu.au/current-students/study-essentials/assessment-and-exams/adverse-circumstances>).

## Pre-Placement Requirements:

- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

# SCHEDULE

Week (Unit)	Topic	<p style="text-align: center;"><b>Reading/s</b></p> <p style="text-align: center;">Unless otherwise stated, all course readings are available online via Canvas, in the library database, or online. The readings listed here are in addition to readings from your textbook that will feature in the Weekly Activities. All readings are required unless otherwise indicated.</p>
1 26 Feb	Introduction and Orientation How can I be successful at university?	<p><b>Textbook</b> pages 2-7</p> <p><b>Readings</b> Bradbeer, C., Mahat, M., Byers, T., Cleveland, B., Kvan, T., &amp; Imms, W. (2017). The 'state of play' concerning New Zealand's transition to innovative learning environments: preliminary results from phase one of the ILETC project. <i>Journal of Educational Leadership Policy and Practice</i>, 32(1), 22–38.</p>
2 4 March	What is it to have a career in education?	<p><b>Textbook</b> pages: 13-14; 17-22; 25-26, 51-54; 35-42; 49-51; 363-365</p> <p><b>Readings</b> Haberman, M. (1994). The Pedagogy of Poverty versus Good Teaching. In E. Hatton (Ed.), <i>Understanding teaching: Curriculum and the social context of schooling</i> (pp. 17-25). Harcourt Brace.</p>
3 11 March	What is the teaching profession?  (with a focus on ethics, professional standards, and code of conduct)	<p><b>Textbook</b> Chapter 1 pages 365-367</p> <p>Maskit, D., and Firstater, E. (2016). 'Preschool teachers' perspectives on teaching as a profession and pedagogical change.' <i>Journal of Research in Childhood Education</i>, 30(2), 200-210, DOI: 10.1080/02568543.2016.1143417</p>
4 18 March	What is professional learning and how can I demonstrate it?	<p><b>Textbook</b> pages 231-234; 14; 393-395</p>
<b>Assignment 1 Due: Friday 22 March, 11.59pm Turnitin</b>		
5 25 March	What are the purposes of schooling (including early childhood, primary and secondary education)?	<p><b>Textbook</b> Chapter 3</p> <p><b>Readings</b> Giroux, H.A. (2010). 'Rethinking education as the practice of freedom: Paulo Freire and the promise of critical pedagogy.' <i>Policy Futures in Education</i>, 8(6), 715-721. <a href="https://journals.sagepub.com/doi/pdf/10.2304/pfie.2010.8.6.715">https://journals.sagepub.com/doi/pdf/10.2304/pfie.2010.8.6.715</a></p> <p><b>Optional</b> Yunkaporta, T. (2019). 'Advanced and fair'. In <i>Sand talk: How Indigenous thinking can save the world</i>. Text Publishing.</p>
6 1 April	What is equity and diversity in Australian schools?	<p><b>Textbook</b> Chapter 4</p> <p><b>Readings</b> Forrest, J., Lean, G., and Dunn, K. (2017). 'Attitudes of classroom teachers to cultural diversity and multicultural education in country NSW.' <i>Australian Journal of Teacher Education</i>, 42(5), 17-34.</p> <p><b>Optional</b> Comber, B., &amp; Kamler, B. (2004). 'Getting out of deficit: Pedagogies of reconnection.' <i>Teaching Education</i>, 15(3), 293 -310.</p>
7 8 April	How can we understand the curriculum in the	<p><b>Textbook</b> pages 148-151; 152-159; 260-262</p>

	Australian context? (including the Early Years Learning Framework)	<p><b>Readings</b> Twining, P., Butler, D., Fisser, P., Leahy, M., Shelton, C., Forget-Dubois, N., and Lacasse, M. (2020). 'Developing a quality curriculum in a technological era.' <i>Educational Technology Research and Development</i>. <a href="https://link.springer.com/article/10.1007/s11423-020-09857-3">https://link.springer.com/article/10.1007/s11423-020-09857-3</a></p> <p><b>Optional</b> Apple, M.W. (1990). 'The hidden curriculum and the nature of conflict.' In M.W. Apple, <i>Ideology and curriculum</i>, pp. 82-104, Routledge.</p> <p>Michael W. Apple (2018). 'The critical divide: knowledge about the curriculum and the concrete problems of curriculum policy and practice.' <i>Nordic Journal of Studies in Educational Policy</i>, 4(2), 63-66.</p> <p>Connor, J. (2011). Foundations for Learning: relationships between the Early Years Learning Framework and the Australian Curriculum. ACARA. <a href="https://docs.acara.edu.au/resources/ECA_ACARA_Foundations_Paper_FINAL.pdf">https://docs.acara.edu.au/resources/ECA_ACARA_Foundations_Paper_FINAL.pdf</a></p>
<b>Mid-semester recess</b>		
8 29 April	<b>Virtual school visits</b> How do different types of schooling drive learning? Virtual school visits: no tutorials this week.	No readings this week.
9 6 May	What are key theories of learning?	<p><b>Textbook</b> Chapter 5</p> <p><b>Readings</b> Merriam, S.B., &amp; Kim, Y.S. (2008). Non-Western Perspectives on Learning and Knowing. <i>New Directions for Adult and Continuing Education</i>, 119, 71-81. DOI: 10.1002/ace.307</p> <p><b>Optional</b> Twining, P. (2009). 'Exploring the educational potential of virtual worlds - Some reflections from the SPP.' <i>British Journal of Educational Technology BJET</i>, 40(3), 496–514. <a href="https://doi.org/10.1111/j.1467-8535.2009.00963.x">https://doi.org/10.1111/j.1467-8535.2009.00963.x</a></p>
<b>Assignment 2 Due: Friday, 10 May, 11.59pm</b> <b>Turnitin</b>		

10 13 May	What are key theories of pedagogy?	<p><b>Textbook</b> pages 97-98</p> <p><b>Readings</b> Rigney, L., Garrett, R., Curry, M., and MacGill, B. (2020). 'Culturally responsive pedagogy and mathematics through creative body-based learning: Urban Aboriginal schooling.' <i>Education and Urban Society</i>, 52(8), 1159-1180.</p> <p><b>Optional</b> Haberman, M. (1994). Pedagogy of poverty. In E. Hatton (Ed.), <i>Understanding teaching: Curriculum and the social context of schooling</i> (pp. 17-25). Sydney: Harcourt Brace.</p> <p>Elliott, S. and Chancellor, B. (2014). From forest preschool to Bush Kinder: An inspirational approach to preschool provision in Australia. <i>Australasian Journal of Early Childhood</i>, 39(4), 45-53.</p>
11 20 May	How can we use the Quality Teaching Framework schools?	<p><b>Textbook</b> pages 374-378</p> <p><b>Readings</b></p>

		<p>Gore, J. M. (2007). Improving pedagogy: The challenge of moving teachers toward higher levels of quality teaching. In J. Butcher &amp; L. McDonald (Eds.), <i>Making a difference: Challenges for teachers, teaching and teacher education</i> (pp. 15- 33). Rotterdam: Sense.</p> <p><b>Optional</b> Bowe, J., &amp; Gore, J. (2017). Reassembling teacher professional development: the case for Quality Teaching Rounds, <i>Teachers and Teaching</i>, 23(3), 352-366.</p>
12 27 May	How can we understand assessment in schools?	<p><b>Textbook</b> pages 240-246; 77-79</p> <p><b>Readings</b> Twining, P. (2020, 4 November). <i>Characteristics of effective summative assessment</i>. <a href="https://halfbaked.education/characteristics-of-effective-summative-assessment/">https://halfbaked.education/characteristics-of-effective-summative-assessment/</a></p> <p>McGrath, J., &amp; Fischetti, J. (2019). 'What if compulsory schooling was a 21st century invention? Weak signals from a systematic review of the literature', <i>International Journal of Educational Research</i>, 95, 212-226</p> <p><b>Optional</b> Swain, K., Pendergast, D., &amp; Cumming, J. (2018). 'Student experiences of NAPLAN: sharing insights from two school sites.' <i>The Australian Educational Researcher</i>, 15, 315-342.</p> <p>Lucas, B. (2021). <i>Rethinking assessment in education: The case for change</i>. Centre for Strategic Education. <a href="https://drive.google.com/file/d/16qKudSF7qKRpgLOc5Ut3XeNjPI7Ni39n/view">https://drive.google.com/file/d/16qKudSF7qKRpgLOc5Ut3XeNjPI7Ni39n/view</a></p>
13 3 June	Course conclusion. Course conclusion: what are the various roles of teachers and their work?	<p><b>Readings</b> Rider, B. (2011). Chapter one: Oh, The places you'll go! The examined, happy life. 11 pages. In Held, J.M. (Ed.). <i>Dr Seuss and philosophy: Oh the thinks you can think!</i> Lanham, ML: Rowman &amp; Littlefield Publishers [Ebook]</p> <p><b>Optional</b> Wartzman, R. (2014). What Peter Drucker knew about 2020. Harvard Business Review. Accessed online: <a href="https://hbr.org/2014/10/what-peter-drucker-knew-about-2020">https://hbr.org/2014/10/what-peter-drucker-knew-about-2020</a></p> <p>O'Hara, M. (2007). Strangers in a strange land: Knowing, learning and education for the global knowledge society, <i>Futures</i>, 39(8), 930-941</p>
<p><b>Week 13</b> <b>Assignment 3 Due: Friday 7 June, 11.59pm</b> <b>Turnitin</b></p>		

## ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Critical analysis and reflection	Week 4, Friday 22 March, 11:59PM	Individual	20%	1, 2
2	Critically analyse, research and reflect on a current educational topic	Week 9, Friday 10 May, 11:59PM	Individual	35%	1, 3, 4
3	Reflective Multimedia Assignment	Week 13, Friday 7 June, 11:59PM	Individual	45%	3, 4, 5

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Critical analysis and reflection 20%

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	The purpose of this assignment is to introduce students to reflecting on a set of course readings.
<b>Description</b>	<p><i>Part 1: Cornell Notes</i></p> <p><b>1. Use two (2) readings from the course.</b></p> <p>The readings cannot be either:</p> <ul style="list-style-type: none"><li>○ a chapter from the course textbook; or</li><li>○ Bradbeer, C., Mahat, M., Byers, T., Cleveland, B., Kvan, T., &amp; Imms, W. (2017). The 'state of play' concerning New Zealand's transition to innovative learning environments: preliminary results from phase one of the ILETG project. <i>Journal of Educational Leadership Policy and Practice</i>, 32(1), 22–38.</li></ul> <p><b>2. Summarise each reading using the Cornell Method of note taking using the templates provided in the Assignment 1 Response document (that is, one template per reading).</b></p> <p>Each Cornell note is to be 250 words (+/-10%). The word count includes all the sections of the Cornell note except the source panel at the top (i.e. it includes the Notes panel, the Review panel, and the Summary panel).</p> <p><i>Part 2: The Explanation</i></p> <p><b>Write an explanation of what you can take from the two readings (from Part 1) to inform your understanding of <a href="https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf">the Graduate Level of The Australian Professional Standards for Teachers</a> (https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf). Use the Part 2 template provided in the Assignment 1 Response document.</b></p> <p>Your explanation should use academic paragraph structures.</p> <p>When you are referring to each of the sources from Part 1 you must make it clear which one you are referring to.</p> <p>You may bring in other sources (but are not expected to do so). If you do bring in other sources then you must provide in-text citations.</p> <p>If you use direct quotes you must provide in-text citations.</p> <p>Your explanation should be 300 words (+/-10%).</p> <p><i>Part 3: Self-assessment</i></p> <p>Clearly indicate on the rubric in Part 3 of the Assignment 1 Response document how you think your assignment aligns with each of the criteria.</p> <p>APST: 2.5, 7.1, 7.2</p>
<b>Weighting</b>	20%
<b>Length</b>	800 (+/- 10%)
<b>Due Date</b>	Week 4, Friday 22 March, 11:59PM
<b>Submission Method</b>	Online through Turnitin
<b>Assessment Criteria</b>	Students will be marked according to the following criteria: 1. Ability to Identify the main argument/s

2. Appropriate use of Cornell Method of Notetaking structures
3. Explanation of the significance of the readings to contemporary education
4. The ability to use correct academic literacy and writing conventions.

<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three (3) weeks of submission. Feedback addressed via rubric and written comments.

## Assessment 2 - Critically analyse, research and reflect on a current educational topic 35%

**Assessment Type** Annotated Bibliography

**Purpose** The purpose of this assignment is for students to develop an emerging understanding of a current educational topic or issue.

**Description** This is the focus question that you are going to respond to in this assignment:

**How (and why) should K-12 education change in view of ChatGPT in the classroom?**

This assignment has three parts.

*Part 1 Create an annotated bibliography*

Select six (6) sources that are directly relevant to answering the focus question (see above).

These sources must include:

- **The core reading listed on the Assessment 2 page on Canvas.**
- **One peer-reviewed journal article** that is *not* a course reading
- **One article written by an academic for a general readership** (e.g. from [TheConversation \(Links to an external site.\)](#) or an academic's blog)
- **One news item published in 2020-2023** on any reputable news outlet and that is of a reasonable length and has some depth
- **One video** that shows some aspect(s) of pedagogy (this could be a video used in the course or one you find for yourself)
- **A response written by ChatGPT** to the focus question (above).

You must provide working links to all of the sources (except ChatGPT) that you use so that the marker can access them.

**Write one bibliography entry for each of your six sources** using the templates provided in the Assignment 2 Response document (that is, one template per source). Each bibliography entry (excluding the reference for the source) should be 225 words long (+/- 10%).

*Part 2 Critical reflection on the focus question*

**Write a 450 word (+/- 10%) critical reflection on the focus question** in Part 2 of the Assignment 2 Response document.

This should:

- draw explicitly on your annotated bibliography (from Part 1);
- discuss the strengths and limitations of ChatGPT in the classroom;

- discuss the similarities and differences between the ChatGPT response (source 6) and the other sources.

You are expected to use in-text citations for each source that you refer to in this part of the assignment.

### *Part 3 Self-assessment*

Clearly indicate on the rubric in Part 3 of the Assignment 2 Response document how you think your assignment aligns with each of the criteria.

APST: 2.5, 7.1, 7.2

<b>Weighting</b>	35%
<b>Length</b>	1800 words (+/- 10%)
<b>Due Date</b>	Week 9, Friday 10 May, 11:59PM
<b>Submission Method</b>	Online through Turnitin
<b>Assessment Criteria</b>	Students will be marked according to the following criteria: <ol style="list-style-type: none"><li>1. The ability to comprehend the authors' arguments;</li><li>2. Structure an annotated bibliography;</li><li>3. The ability to structure and develop their answer using critical analysis and use of generalisations supported by evidence; and,</li><li>4. The ability to use correct academic literacy and writing conventions.</li></ol>
<b>Return Method</b>	In Class
<b>Feedback Provided</b>	Online - Within three (3) weeks of submission. Feedback addressed via rubric and written comments.

## **Assessment 3 - Reflective Multimedia Assignment 45%**

<b>Assessment Type</b>	Assignment
<b>Purpose</b>	The purpose of this assignment is to allow students to critically reflect on what they have learnt about 'becoming a teacher' and how they see their career choice over the next five to ten years.
<b>Description</b>	Now we are at the end of this course, we would like you to create a video covering what you have learnt on this course, and a plan for how you are going to ensure you meet all of the Australian Professional Standard for Teachers (APSTs). This assignment has three parts.

### ***Part 1: Video Reflection***

Create a 3 minute video (+/- 10%) in which you explain to next year's incoming students what you have learnt on IntroToEd (this course). Assume that your video will be presented to incoming first year students to tell them what you think are the most important things you have learnt on this course. Your video should draw explicitly on the theoretical knowledge learnt on the course, including making connections to the Australian Professional Standards for Teachers.

Instructions about how to upload your video are in the assignment 3 section of Canvas.

### ***Part 2: Academic Underpinning***

**Write an 800-word (+/- 10%) exposition that provides the academic underpinning for your video (in Part 1), that draws directly on the theoretical knowledge learnt throughout IntroToEd. Use Part 2 of the Assignment 3 Response document.**

You are expected to use in-text citations for each source that you refer to in this part of the assignment. References do not count towards the word limit.

### **Part 3: Your 4 Year Plan**

Carry out a SWOT analysis focussed on how you are doing in relation to the Australian Professional Standards for Teachers. Use the SWOT analysis template in the Assignment 3 Response document.

Then, develop some SMART targets to show how you are going to build upon your SWOT analysis to ensure that you meet the APSTs over the course of your Bachelor of Education program. Use the SMART targets template in the Assignment 3 Response document. Your SWOT analysis and SMART targets can be in note form - but they must be easy for your marker to understand.

### **Part 4: Self-assessment**

Clearly indicate on the rubric in Part 4 of the Assignment 3 Response document how you think your assignment aligns with each of the criteria.

*APST: 2.5, 7.1, 7.2*

<b>Weighting</b>	45%
<b>Length</b>	Max 3 minute video and 800 words equivalent (+/- 10%)
<b>Due Date</b>	Week 13, Friday 7 June, 11:59PM
<b>Submission Method</b>	Online through Turnitin
<b>Assessment Criteria</b>	Students will be marked according to the following criteria: <ol style="list-style-type: none"><li>1. Academic understanding<ol style="list-style-type: none"><li>a. Understanding of course concepts/theories</li><li>b. Evaluation of relevant literature</li><li>c. Synthesis of chosen literature</li></ol></li><li>2. Academic literacy<ol style="list-style-type: none"><li>a. Clarity of communication in professional English</li><li>b. Structure of response</li></ol></li></ol>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Within three (3) weeks of submission. Feedback addressed via rubric and written comments.

## **ADDITIONAL INFORMATION**

### **Grading Scheme**

This course is graded as follows:

<b>Range of Marks</b>	<b>Grade</b>	<b>Description</b>
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Tutorial (Method of recording: Tutorial: Method of recording: A weekly roll will be taken by the tutor.)

It is required that students will attend at least 80% of tutorials to pass the course. Students who do not meet this requirement will need to complete a supplementary task to meet the attendance requirements.

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

### Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#).

### Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, [policies and procedures](#).

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

## Assignment 1 Rubric

<b>ACADEMIC UNDERSTANDING (10)</b>					
	<b>High Distinction (10-8.5)</b>	<b>Distinction (8-7.5)</b>	<b>Credit (7-6.5)</b>	<b>Pass (6-5)</b>	<b>Fail (4-0)</b>
<b>A</b> How well have you explained the significance of your chosen readings to graduate standards? (GTS 6.1a)	You have provided a critical justification for why these readings are significant that goes beyond how they relate to the teaching standards	You have provided a critical explanation of why these readings are significant in the light of the teaching standards	You have provided several reasons why these readings are significant in the light of the teaching standards	You have provided one or two reasons why these readings are significant in the light of the teaching standards	You have provided few to no reasons why these readings are significant in the light of the teaching standards
<b>B</b> Understanding of the prescribed article (GTS 1.3a)	You have provided evidence of understanding the prescribed article and seeing how it might be relevant beyond schooling	You have provided evidence of understanding the key ideas in the prescribed article and how they relate to each other	You have provided evidence of understanding several discrete aspects of the prescribed article	You have provided evidence of understanding one aspect of the prescribed article	Little to no evidence of understanding the prescribed article
<b>C</b> How well have you set out and justified your argument? (TCF R10b Critical thinking)	You have made one or more claims and developed a valid argument to justify the claim(s) (linking claims) informed by an educational concept or theory.	You have made one or more claims and developed a valid argument to justify the claim(s) (linking claims).	You have made two or more claims and have provided more than one reason to support the claims	You have made a claim and have provided a reason to support the claim.	You have made one or more claims, but have not provided reasons to support the claim(s).
<b>ACADEMIC LITERACY (5)</b>					
<b>D</b> Clarity of communication in professional English (TCF C2a Expresses themselves clearly)	<b>All</b> the following apply: Your sentences are concise and well structured <b>AND</b> Your grammar and spelling are flawless <b>AND</b> Your terminology is accurate and appropriate for academic writing in Education	<b>One</b> of the following applies: Your sentences are too long and/or poorly structured <b>OR</b> Your grammar and/or spelling contains errors <b>OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>Two</b> of the following apply: Your sentences are too long and/or poorly structured <b>AND/OR</b> Your grammar and/or spelling contains errors <b>AND/OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>All</b> the following apply: Your sentences are too long and/or poorly structured <b>AND</b> Your grammar and/or spelling contains errors <b>AND</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Your writing is incoherent (including not written in professional English)
<b>E</b> Effective use of Cornell Notes (TCF I2a Collates information and ideas)	You have filled in all four sections of each Cornell Note with appropriate content, including abstraction AND critical evaluation	You have filled in all four sections of each Cornell Note with appropriate content, including abstraction OR critical evaluation	You have filled in all four sections of each Cornell Note with appropriate content	You have filled in all four sections of each Cornell Note	You have not filled in all the sections of the Cornell Notes templates
<b>F</b> APA 7 Referencing (TCF P7a Applies disciplinary knowledge)	You have demonstrated understanding of how to use referencing effectively and your references are all in the correct APA 7 format	You have included all the necessary elements in the references in the correct APA 7 format (i.e. there are no errors)	You have included all the necessary elements in the APA 7 references (but they may be in the wrong format/order) (i.e. there are minor errors)	You have omitted some relevant elements in the APA 7 references (i.e. there are major errors)	You have not provided APA 7 references and/or have not included relevant elements in them
<b>STUDENT SELF-ASSESSMENT (5)</b>					
<b>G</b> Have you self-assessed your assignment? (GTS 5.1a Self-assessment)			You have rated your assignment against ALL of the criteria	You have rated your assignment against at least half of the criteria	You have rated your assignment against fewer than half of the criteria

## Assignment 2 Rubric

ACADEMIC UNDERSTANDING					
	High Distinction	Distinction	Credit	Pass	Fail
A Understanding of the course readings	You have provided evidence of understanding the course reading and seeing how it might be relevant beyond schooling	You have provided evidence of understanding the key ideas in the course reading and how they relate to each other	You have provided evidence of understanding several discrete aspects of the course reading	You have provided evidence of understanding one aspect of the course reading	You have not provided evidence of understanding the course reading
B How appropriate are the sources that you have chosen to enable you to respond to the focus question?	You explain how each of your chosen sources relates to the focus question and how (as a set of sources) they provide contrasting perspectives on it and you have weighed up the relative importance in each of the sources.	You explain how each of your chosen sources relates to the focus question and how (as a set of sources) they provide contrasting perspectives on it	You explain how each of your chosen sources relates to the focus question	You do not make it clear how your chosen sources relate to the focus question	You have not followed the brief (e.g. you have selected items that do not match the specified types of source; your chosen sources are not accessible to the marker)
C How well have you set out and justified your argument?	In answering the focus question, you have made one or more claims informed by an educational concept or theory and developed a valid argument to justify the claim(s). You have set out objections and counterarguments to the claim(s) and provided responses to those objections and counterarguments.	You have made one or more claims and developed a valid argument to justify the claim(s). You have set out objections and counterarguments to the claim(s) and provided responses to those objections and counterarguments.	You have made two or more claims and have provided a range of reasons to support the claims	You have made a claim and have provided a reason to support the claim.	You have made one or more claims, but have not provided reasons to support the claim(s).
ACADEMIC LITERACY					
	High Distinction	Distinction	Credit	Pass	Fail
D Clarity of communication in professional English	<b>All the following apply:</b> Your sentences are concise and well structured <b>AND</b> Your grammar and spelling are flawless <b>AND</b> Your terminology is accurate and appropriate for academic writing in Education	<b>One</b> of the following applies: Your sentences are too long and/or poorly structured <b>OR</b> Your grammar and/or spelling contains errors <b>OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>Two</b> of the following apply: Your sentences are too long and/or poorly structured <b>AND/OR</b> Your grammar and/or spelling contains errors <b>AND/OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>All</b> the following apply: Your sentences are too long and/or poorly structured <b>AND</b> Your grammar and/or spelling contains errors <b>AND</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Your writing is incoherent (including not written in professional English)
E Effective use of Annotated bibliography	You have filled in each annotated bibliography template, putting the reference in the top section and a critical summary that extends beyond the focus question in the bottom section	You have filled in each annotated bibliography template, putting the reference in the top section and a critical summary linked to the focus question in the bottom section	You have filled in each annotated bibliography template, putting the reference in the top section and a descriptive summary in the bottom section	You have filled in each annotated bibliography template, putting the reference in the top section and some information about the source in the bottom section	You have not filled in all the sections of the annotated bibliography templates
F APA 7 Referencing	You have demonstrated understanding of how to use referencing effectively and your references are all in the correct APA 7 format	You have included all the necessary elements in the references in the correct APA 7 format (i.e. there are no errors)	You have included all the necessary elements in the APA 7 references (but they may be in the wrong format/order) (i.e. there are minor errors)	You have omitted some elements in the APA 7 references (i.e. there are major errors)	You have not provided APA 7 references and/or have not included relevant elements in them
STUDENT SELF-ASSESSMENT					
G Have you self-assessed your assignment?			You have rated your assignment against ALL of the criteria	You have rated your assignment against at least half of the criteria	You have rated your assignment against fewer than half of the criteria

## Assignment 3 Rubric

ACADEMIC UNDERSTANDING				Pass	Fail
	High Distinction	Distinction	Credit		
A How well have you connected the key ideas from the course in your video?	You have provided a coherent and critical explanation of how a range of issues/ideas from the course relate to each other and inform your views of pedagogy	You have provided a coherent explanation of how a range of issues/ideas from the course relate to each other	You have described several issues/ideas from the course	You have identified a small number of discrete issues/ideas from the course	You have not followed the brief
B How well does your academic exposition (Part 2) demonstrate understanding of the physical, social and/or intellectual development of students and how these may affect how they learn?	You have demonstrated understanding of several different aspects of student development and how they are interrelated, and how they may affect learning and hence may influence pedagogical decision making	You have demonstrated understanding of several different aspects of student development and how they are interrelated, and how they may affect learning	You have demonstrated understanding of several different aspects of student development and how these may affect learning	You have demonstrated understanding of one relevant aspect of student development and how that may affect learning	You have not demonstrated that you understand student development or how that may affect learning
C How well have you provided the academic underpinnings for your video?	You use theory and/or conceptual frameworks to provide a coherent and critical justification for what you communicate in your video	You use a range of academic sources to provide a coherent and critical justification for what you communicate in your video	You have described at least three academic sources that underpin your video	You have identified one or two academic sources that underpin your video	You have not provided academic evidence to underpin your video
D How well have you analysed your strengths and weaknesses in your SWOT analysis?	You have provided a critical reflection on your strengths and weaknesses that goes beyond how they relate to the teaching standards	You have provided a critical explanation of your strengths and weaknesses in relation to/consideration of the teaching standards	You have provided a description/list of your strengths and weaknesses in relation to/consideration of the teaching standards	You have identified one or two of your strengths and weaknesses in relation to/consideration of the teaching standards	You have not identified any of your strengths and weaknesses in relation to/consideration of the teaching standards
ACADEMIC LITERACY				Pass	Fail
	High Distinction	Distinction	Credit		
E How well does your video communicate your ideas?	<b>All four</b> of these are evident:  Creative approach, going beyond mere description <b>AND</b> Seamlessly incorporates one or more of the following: role play, acting, music/sound effects, props <b>AND</b> The presentation is persuasive <b>AND</b> Appropriately uses technology (inc. effects such as transitions)	<b>Three</b> of these are evident:  Creative approach, going beyond mere description <b>AND/OR</b> Seamlessly incorporates one or more of the following: role play, acting, music/sound effects, props <b>AND/OR</b> The presentation is persuasive <b>AND/OR</b> Appropriately uses technology (inc. effects such as transitions)	<b>Two</b> of these are evident:  Creative approach, going beyond mere description <b>AND/OR</b> Seamlessly incorporates one or more of the following: role play, acting, music/sound effects, props <b>AND/OR</b> The presentation is persuasive <b>AND/OR</b> Appropriately uses technology (inc. effects such as transitions)	<b>One</b> of these is evident:  Creative approach, going beyond mere description <b>OR</b> Seamlessly incorporates one or more of the following: role play, acting, music/sound effects, props <b>OR</b> The presentation is persuasive <b>OR</b> Appropriately uses technology (inc. effects such as transitions)	<b>None</b> of these are evident:  Creative approach, going beyond mere description <b>NOR</b> Seamlessly incorporates one or more of the following: role play, acting, music/sound effects, props <b>NOR</b> The presentation is persuasive <b>NOR</b> Appropriately uses technology (inc. effects such as transitions)
F Clarity of communication in professional English in Part 2	<b>All</b> the following apply: Your sentences are concise and well structured <b>AND</b> Your grammar and spelling are flawless <b>AND</b> Your terminology is accurate and appropriate for academic writing in Education	<b>One</b> of the following applies: Your sentences are too long and/or poorly structured <b>OR</b> Your grammar and/or spelling contains errors <b>OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>Two</b> of the following apply: Your sentences are too long and/or poorly structured <b>AND/OR</b> Your grammar and/or spelling contains errors <b>AND/OR</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	<b>All</b> the following apply: Your sentences are too long and/or poorly structured <b>AND</b> Your grammar and/or spelling contains errors <b>AND</b> Your terminology is inaccurate or inappropriate for academic writing in Education (incl. flowery language).	Your writing is incoherent (including not written in professional English)
G Effective use of SMART target format	You have explained/justified a coherent set of at least four SMART targets, with the correct information in each section of the template	You have explained/justified at least four SMART targets, with the correct information in each section of the template	You have described at least four SMART targets, with the correct information in each section of the template	You have filled in all the sections of the SMART target template for at least four targets, but have not included the correct information in each section	You have not filled in all the sections of the SMART target template for at least four targets
STUDENT SELF-ASSESSMENT					
H Have you self-assessed your assignment?			You have rated your assignment against ALL of the criteria	You have rated your assignment against at least half of the criteria	You have rated your assignment against fewer than half of the criteria