



School of Education

EDST6715

Business Studies Method 1

Term 1, 2020

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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 people as the traditional custodians of the lands upon which we learn and teach.

STUDENT LEARNING OUTCOMES

Outcome	Assessment/s	
1	Identify foundational aspects and structure of the NSW Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	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	1,2,3
6	Practice the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	Assessment/s	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2,3
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2,3
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from	Nil
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence	1,2,3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning	

2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2,3
3.1.1		

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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	Understanding Stage 4 and Stage 5 Commerce and Stage 6 Business Studies Overview of the Stage 4 and Stage 5 Commerce Syllabus and the Stage 6 Business Studies Syllabus Outcomes-based syllabus concepts Teaching for understanding Quality Teaching Framework	

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.

Syllabuses

NESA Business Studies Stage 6 Syllabus, 2010

NESA Commerce Years 7 – 10 Syllabus, 2019

Textbooks

Chapman, S. et al. (2018) *Business Studies in Action HSC Course* 6th Edition, Jacaranda

Chapman, S. et al. (2018) *Business Studies in Action Preliminary* 6th Edition, Jacaranda

Chapman, S et al. (2020) *New Concepts in Commerce* 4th Edition, Jacaranda

Readings

Broadbridge, D.

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. b.32 841.92 reW*nBT/F1 9.96 Tf1208871 0 595.32 841.92 reW*nQ EMC /P A/CID 8>BDC 70.

Assessment Details

Assessment 1: lesson Plan

One full lesson plan

Assessment 2: Unit of work

(3,500 words equivalent) 60% weighting

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first

HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

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

Initial 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 microteaching 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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6715 BUSINESS STUDIES METHOD 1

Assessment Task 2: Unit Outline

SPECIFIC CRITERIA

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Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	Comments
Standards		

A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)

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 feat[s]-17(tr)-2(uc)-3(tures)]TJETQq3.42 20 g0 C