

School of Education

EDST6745
Business Studies Method 2

Term 2 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6745 Business Studies (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator(s): Joe Alvaro
Email: j.alvaro@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Business Studies
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessments and follow up activities
Schedule	http://classutil.unsw.edu.au/EDST_T2.html

SUMMARY OF THE COURSE

The course aims at preparing teachers to teach the NSW Education Standards Authority (NESA) Stage 6 Business Studies Syllabus. The course will address:

issues of content (students learn about) including researching, analysing, problem solving, decision-

STUDENT LEARNING OUTCOMES

3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3.1	Include a range of teaching strategies.
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
5.1.1	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the content knowledge of the NESA Stage 6 Business Studies Syllabus is fundamental to succeeding as teacher. It provides the capacity to think, formulate and implement a range of teaching and assessing strategies which would focus on the primary goal of fostering understanding.

5. TEACHING STRATEGIES

There will be a series of teaching strategies used over the term including:

- Discussion
- Direct teaching
- Problem solving
- Questioning
- Group work and providing feedback
- Independent learning
- Problem based learning

Further Readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005),

8.

Assessment Details

Assessment 1 (2000 words, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 12 HSC Business Studies class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the term's work. Your scope and sequence must indicate when the task will occur and how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design the marking criteria for the assessment task which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 words, 60%)

Prepare a unit of work for the Year 12 HSC Business Studies course which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 Business Studies effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

HURDLE REQUIREMENT FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.

https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how to moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses for preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text:
 - ensure anonymity by removing student names and destroying the samples at the end of the course
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes.
 - annotate the task to indicate what worked well and what needs changing if it were to be used again.
 - include the assessment criteria and/or marking scheme/rubric for each task.
 - provide annotations (with time codes if your sample is audio or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols.
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance.

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 6745 BUSINESS STUDIES METHOD 2

Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA

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Understanding of the question or issue and the key concepts involved

Demonstrates knowledge of selected Stage 6 syllabus content

