

School of Education

EDST6715 Business Studies Method 1

Term 1 2021

1. LOCATION

Faculty of Arts, Design & Architecture School of Education EDST6715 Business Studies Method 1 (6 units of credit) Term 1 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Joe Alvaro

Email: <u>j.alvaro@unsw.edu.au</u>
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	http://classutil.unsw.edu.au/EDST_T1.html#EDST6715T1		

SUMMARY OF COURSE

This course is designed to inculcate and infuse the student with a theoretical and practical understanding of the current NESA 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

STUDENT LEARNING OUTCOMES

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

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 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

Module	Lecture Topics	Tutorial Topics
	Understanding Stage 4 and Stage 5 Commerce and Stage 6 Business Studies	Personal and course goals
1	Overview of the NSW Education Standards Authority (NESA) Stage 4 and Stage 5 Commerce Syllabus and the	Roles and responsibilities of a Business Studies and Commerce teacher
	Stage 6 Business Studies Syllabus Alice Springs (Mparntwe) Education Declaration . December 2019	Deconstruction of the Stage 4 and Stage 5 Commerce Syllabus and the Stage 6 Business Studies Syllabus
	Teaching strategies and resources for Business Studies	A closer look at the Quality Teaching Framework
2	Quality Teaching Framework Teaching business concepts and	Explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes
	terminology Writing skills for Business Studies The importance of case studies	Resources for the teaching and learning of Business Studies, including case study resources
	Lesson planning	
3	Using outcomes to set learning intentions Setting challenging learning goals in lesso106.04 41 198.8 533.68 Tm0 g0 G[)	

6 continued	Providing clear directions The skill of questioning The skill of explaining Opening and closing lessons	Microteaching
7	Planning a unit of work Sequencing subject content across lessons within a unit of work Pedagogical framework Rationale Goals setting Differentiation Strategies for formative assessment Understanding by design	Programming and the development of a unit of work to meet selected outcomes. Microteaching

Learning across the curriculum and

7. RESOURCES

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. (2020) *Qantas A Business Case Study*, Get Smart Education
Larkin, A. (2020) *Apple & the iPhone Business Case Study*, Evolve Education
Weekes, T. (2016) *Writing for success in business studies Student book*, Literacy Works
Weekes, T (2016) *Writing for success in business studies*, Literacy Works

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education: New pedagogies for expanding landscapes. Pp 59-81. Oxford University Press, Melbourne.

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

Price, K (2012), Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press

Wiggins, G and McTighe, J (1998) Understanding by Design. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Professional Association

Economics and Business Educators NSW http://www.ebe.nsw.edu.au

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
1. Lesson Plan	c. 2000 words	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F.4	Thursday March 25 th , 2021 by 5pm
2. Unit Outline	c. 3500 words	60%	1-6	1.2.1, 1.3.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday April 28 th , 2021 by 5pm
3. Microteaching	10 minutes	S/U	1,3-6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	As allocated in tutorials

Submission of assessments

Students are required to follow their $|^{\&c} |^{\dot{q}} = d^{\dot{q}} = d^{\dot{q}}$ $|^{\dot{q}} = d^{\dot{q}} = d^{\dot{q}}$ $|^{\dot{q}} = d^{\dot{q}} = d^{\dot{q}}$ $|^{\dot{q}} = d^{\dot{q}} = d^{\dot{q}} = d^{\dot{q}}$ $|^{\dot{q}} = d^{\dot{q}} = d^{\dot$

Assessment Details

Assessment 1: lesson Plan

One full lesson plan (c. 2000 words, worth 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 5 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are

Assessment 2: Unit of work

(c. 3500 words, worth 60%)

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first <u>five</u> lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

provide a brief outline of the school and class context state precisely what you want the students to learn and why it is important justify your choice of topic/text to suit the needs and abilities of this class justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework demonstrate how differentiation will support a diverse range of learners state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

the learning intentions for each lesson
one full activity for formative assessment (not an essay)
one ICT-based activity (not watching a video or PowerPoint presentation)
one group-work task with a focus on literacy/numeracy (not a mind-map)
one incursion/excursion/performance/product activity
outlines only for the other teaching materials required.

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6715 BUSINESS STUDIES METHOD 1

Student Name: Student No:

Assessment Task 2: Unit outline, Stage 6 Preliminary

SPECIFIC CRITERIA (-) ———> (+)

Understanding of the question or issue and the key concepts involved

Microteaching Feedback Form for Pre-service Teacher

STUDENT 1	TEACHER TEACHER			
Name:	zII	ID:	D	ate:
Details				
Method		Topic/level		
Standards			Comme	nts

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

[&]quot;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)

[&]quot;Was knowledge of relevant concepts, topics and themes demonstrate