School of Education

EDST6715
Business Studies Method 1

Term 1 2021

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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.

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:	j.alvaro@unsw.edu.au
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 OF STUDENT FEEDBACK:

- Small group activities were helpful but encouraging all to ask questions and participate more fully in tutorials would be beneficial.

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 Aboriginal and Torres Strait Islander backgrounds	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 sequences and lesson plans	1,2,3
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Nil
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1.3

2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2,3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,2,3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2,3
3.3.1	Include a range of teaching strategies	1,2,3
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2,3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,2,3
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	1,3
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	2,3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	Nil

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	1,2,3
B. Classroom Management	1	1,3
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12	1,2,3
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19	1,2,3
E. Students with Special Educational Needs	7	1,2
F. Teaching Students from Non-English Speaking Backgrounds	4, 5	1,2,3

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
1	**Understanding Stage 4 and Stage 5 Commerce and Stage 6 Business Studies** • Overview of the NSW Education Standards Authority (NESA) Stage 4 and Stage 5 Commerce Syllabus and the Stage 6 Business Studies Syllabus • Alice Springs (Mparntwe) Education Declaration – December 2019	Personal and course goals Roles and responsibilities of a Business Studies and Commerce teacher Deconstruction of the Stage 4 and Stage 5 Commerce Syllabus and the Stage 6 Business Studies Syllabus
2	**Teaching strategies and resources for Business Studies** • Quality Teaching Framework • Teaching business concepts and terminology • Writing skills for Business Studies • The importance of case studies	A closer look at the Quality Teaching Framework Explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes Resources for the teaching and learning of Business Studies, including case study resources
3	**Lesson planning** • Using outcomes to set learning intentions • Setting challenging learning goals in lesson planning	Setting high expectations for learning Strategies for making learning goals explicit for students Review of sample lesson plans and discussion of strengths and limitations
4	**Strategies for differentiation** • What is differentiation? How is it implemented in the classroom to meet student needs?	Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity **Microteaching**
5	**Assessment in Business Studies** • Assessment as learning, assessment for learning and assessment of learning in Business Studies • Directive verbs/key words • Overview of formal assessment requirements for Business Studies	Embedding formative assessment • Thinking strategies • Questioning Designing an assessment task, including marking criteria Self and peer assessment in relation to microteaching **Microteaching**
6	**Feedback** • Feedback as an essential component of formative assessment • Feedback strategies for the Business Studies classroom **Organisation of classroom activities**	How to structure instructions, questions and transitions between activities Cause and effect language for explaining in Business Studies Explaining in PEEL paragraphs

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**
8	**Learning across the curriculum and General Capabilities** • Literacies used in the teaching of Business Studies • Numeracy and ICT in Business Studies	How to use ICT to engage students with subject content Importance of visual literacy Developing culturally responsive teaching strategies and resources **Microteaching**
	Week 8	**Method Break**
9	**Strategies for inclusion, participation and engagement** • Graphic organisers and scaffolding to promote learning • The skill of variability **Writing a business report** • What are business reports? • The stages of a business report	Application of visual literacy Model business report **Microteaching**
10	**Strategies for differentiation** • What is differentiation? • How is it implemented in the classroom to meet student needs?	Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity **Microteaching**
11	**Case studies** • Application and design of case studies • Use of hypothetical stimulus	Becoming a reflective teacher Being a member of a professional teachers association **Professional Experience Expectations** **MyExperience course evaluation in tutorial**
Professional Experience		

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 – Teacher's book*, Literacy Works

- Australian Professional Standards for Teachers, Revised Edition – January 2018
  https://educationstandards.nsw.edu.au/wps/wcm/connect/8658b2fa-62d3-40ca-a8d9-02309a2c67a1/australian-professional-standards-teachers.pdf?MOD=AJPERES&CVID=

- Quality Teaching Framework:

  Quality Teaching in NSW Public Schools – Discussion Paper, NSW Department of Education, 2003 http://www.darcymoore.net/wp-content/uploads/2012/02/qt_EPSColor.pdf

  Quality Teaching in NSW Public School – A Classroom Practice Guide – 2nd Edition, NSW Department of Education and Training, 2006

- Alice Springs (Mparntwe) Education Declaration – December 2019

  https://uploadstorage.blob.core.windows.net/public-assets/education-au/melbdec/ED19-0230%20-%20SCH%20-%20Alice%20Springs%20(Mparntwe)%20Education%20Declaration_ACC.pdf

Further Readings

- Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Attwood, B. (2005) *Telling the truth about Aboriginal history.* Allen and Unwin, Crows Nest.
- Barry, K. and King, L. (1998) *Beginning Teaching and Beyond,* (3rd Edition). Social Science Press: Katoomba.
- Cowley, S (2010) *Getting the Buggers to Behave.* Continuum Publishing Group: London
- 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
- Marsh, C (2004) *Becoming a Teacher,* Longman: NSW, Frenchs Forest (5rd Edition)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in*

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 25th, 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 28th, 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 lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

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 scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component

- design effective lesson sequences suitable for a variety of Stage 5 students
- plan a logical, sequential, cohesive unit of work
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of drama pedagogies appropriate to the material to be delivered
- show knowledge of the NESA Commerce syllabus and curriculum documents

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 five 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.

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

Student Name: Student No:

Assessment Task 1: **Lesson plan, Stage 5**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Business Studies • reflection engages with strengths and weaknesses of successful teaching					
Depth of analysis and/or critique in response to the task • ability to plan and assess for effective learning by designing a detailed lesson on the given pro-forma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plan, structure and resources consistently link to syllabus topics and outcomes • lesson plan shows evidence of analysis of syllabus and pedagogical requirements					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in Business Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity					
Structure and organisation of response • Uses SED lesson plan template, completing all sections in sufficient detail to show your intentions for student learning • All requirements have been demonstrated					
Presentation of response according to appropriate academic and linguistic conventions • Meet appropriate academic and linguistic conventions such as English language that demonstrates control and confidence					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

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 • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Shows evidence of critical analysis and reflection. • Clear statement of syllabus outcomes. • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. • Effective use of individual and group activities to address teaching and learning goals.					
Depth of analysis and/or critique in response to the task • Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Rationale linked to outcomes in the syllabus. • Reasons for the choice of teaching and learning strategies effectively explained. • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.					
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.					
Structure and organisation of response • Appropriateness of overall structure. • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: **FL PS CR DN HD** **Weighting:** **60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments
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 features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) •Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer: **Date:** **Satisfactory/Unsatisfactory** (circle)