UNSW Course Outline

EDST6715 Business Studies Method 1 - 2024

Published on the 28 Jan 2024

General Course Information

Course Code : EDST6715
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate, Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Business Studies in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NESA Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : 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
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus	• Lesson plan • Unit of work outline
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	• Lesson plan • Unit of work outline
CLO3 : 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	• Lesson plan • Unit of work outline
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	• Lesson plan • Unit of work outline
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	• Lesson plan • Unit of work outline
CLO6 : Practise the ethical and professional values expected of teachers	• Lesson plan • Unit of work outline

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

- This subject aims to develop in each student the ability to effectively teach Business Studies to secondary school students with an emphasis on the NSW Business Studies curriculum. During the course students will develop their knowledge of the NSW Education Standards Authority Stage 6 Business Studies Syllabus. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Business Studies classroom. Emphasis will be given to the relationship between Business Studies, literacy and numeracy and the role and value of Business Studies in the curriculum and the community.
- Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

Teaching Strategies

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content
- Online learning from readings on the Blackboard website
- Online discussions
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

Other Professional Outcomes

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
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
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
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
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
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

NATIONAL PRIORITY AREA ELABORATIONS

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 21/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 18/04/2024 05:00 PM

Assessment Details
Lesson plan

Assessment Overview

Plan and design one 60-minute lesson for a Stage 6 Preliminary class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : 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

- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

<u>Detailed Assessment Description</u>

Plan your lesson for a Year 11 Business Studies class in a comprehensive high school which would typically include students with a disability, gifted students, students learning English as an additional language or dialect (EAL/D) and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for students is therefore required across the following areas: content, process, product and learning environment.

- Write a rationale for your lesson plan (600 - 800 words). Your rationale should address these questions: What do I want the students to learn? Why is it important? What teaching and learning strategies will I use? What formative assessment strategies will I use to monitor progress? How will I give effective feedback? What resources will I use? How does this assessment task help me meet the Australian Professional Standards for Teachers (be specific regarding standards and focus areas you have addressed at the graduate level)? Support your rationale with relevant professional and scholarly research, theory and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication. Use APA 7th referencing.
- Prepare the lesson plan to demonstrate how you will use appropriate structure, teaching and learning strategies, assessment and feedback strategies and resources to develop understanding of the subject matter being taught and to assist students to achieve the syllabus learning outcomes identified.

Make sure you:

- use the lesson plan template provided with sufficient detail for each section.
- choose an appropriate topic for the class.
- include relevant outcomes, syllabus content, concepts, skills, effective teaching and learning strategies, feedback strategies and resources that are supportive of diverse learners and show evidence of differentiation and formative assessment.
- include aspects of literacy and numeracy which integrate with the lesson focus.
- provide a range of original and existing teaching and learning resources (all existing resources must be appropriately referenced).
- demonstrate an understanding of the Australian Professional Standards for Teachers.
- refer to relevant professional and scholarly research, theory and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication.
- express yourself in clear, standard Australian English.
- support your rationale using references indicating your professional reading (use APA 7th

referencing).

Assessment Length

2000 words

RUBRIC/FEEDBACK SHEET

EDST6715 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson Plan

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstration of knowledge, respect and understanding of the social, 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 concepts and terms in Business Studies • Shows evidence of critical analysis and reflection	
Depth of analysis and critique in response to the task • Ability to plan and assess for effective learning by designing a detailed lesson on the provided lesson plan template, using knowledge of the NESA Business Studies Syllabus • Differentiation is modelled using a range of effective pedagogies and processes which are suitable for a variety of Stage 6 learners • Provides and designs teaching and learning resources, using highly innovative approaches for a Stage 6 class • Lesson plan, structure and resources consistently link to syllabus topic and outcomes • Lesson plan shows evidence of analysis of syllabus and pedagogical requirements • Rationale linked to outcomes in the syllabus	
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, including the NSW Department of Education Quality Teaching Framework, the NSW Department of Education "What Works Best" publication and the Australian Professional Standards for Teachers	
Structure and organisation of response • Appropriateness of overall structure • Uses the lesson plan template provided, completing all sections in sufficient detail to show your intentions for student learning • Clarity and coherence of organisation, including use of section headings to enhance readability • All requirements have been demonstrated	
Presentation of response according to appropriate academic and linguistic conventions • Meets appropriate academic and linguistic conventions that demonstrates control and confidence • Writes with clarity and accuracy of written expression, including sentence structure, vocabulary use, spelling and punctuation	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Unit of work outline

Assessment Overview

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Business Studies Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : 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
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

Detailed Assessment Description

You must write a rationale for the unit of work in which you:

- describe the school and class context.
- state precisely what you want the students to learn and why it is important.

- justify your choice of strategies and resources to suit the needs and abilities of this class.
- 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.
- demonstrate an understanding of the Australian Professional Standards for Teachers by addressing how this assessment task helps you meet the Australian Professional Standards for Teachers (be specific regarding standards and focus areas you have addressed at the graduate level).
- refer to relevant professional and scholarly research, theory and literature, including the NSW Department of Education Quality Teaching Framework and the NSW Department of Education "What Works Best" publication.
- support your rationale using references (APA 7th referencing) indicating your professional reading.
- write in clear, standard Australian English.

Your unit of work must:

- be prepared using the unit of work template provided.
- include relevant outcomes, syllabus content, concepts and skills that are supportive of diverse learners and shows evidence of differentiation (across the following areas: content, process, product and learning environment) and formative assessment.
- include a range of original and existing teaching and learning resources (all existing resources must be appropriately referenced).
- include at least one ICT-based activity.
- include at least one group-work task with a focus on aspects of literacy and numeracy.
- include at least one game.
- include one relevant incursion and excursion.
- be expressed in clear, standard Australian English.

<u>Assessment Length</u>

3000 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST6715 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ------- > High Distinction
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 concepts and terms • Demonstrates knowledge of resources that will engage and extend all students • Clear statement of syllabus outcomes • Effective use of individual and group activities to address teaching and learning goals • Shows evidence of critical analysis and reflection	
Depth of analysis and critique in response to the task • Differentiation is modelled using a range of effective pedagogies and processes which are suitable for a variety of Stage 6 learners • Provides and designs teaching and learning resources, using highly innovative approaches for a Stage 6 class • Reasons for the choice of teaching and learning strategies effectively explained • Ability to plan and assess for effective learning by designing a detailed unit of work on the unit of work template provided, using knowledge of the NESA Business Studies Syllabus • Unit of work, structure and resources consistently link to syllabus topic and outcomes • Rationale linked to outcomes in the syllabus	
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, including the NSW Department of Education Quality Teaching Framework, the NSW Department of Education "What Works Best" publication and the Australian Professional Standards for Teachers	
Structure and organisation of response • Appropriateness of overall structure • Uses the unit of work template provided, completing all sections in sufficient detail to show your intentions for student learning • Clarity and coherence of organisation, including use of section headings to enhance readability • All requirements have been demonstrated	
Presentation of response according to appropriate academic and linguistic conventions • Meets appropriate academic and linguistic conventions that demonstrates control and confidence • Writes with clarity and accuracy of written expression, including sentence structure, vocabulary use, spelling and punctuation	

General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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 contextualise 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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Understanding the NSW Education Standards Authority (NESA) Stage 6 Syllabus What is this course about? What will you learn? Alice Springs (Mparntwe) Education Declaration – December 2019 - Links to Business Studies. Australian Professional Standards for Teachers and Business Studies teachers. Overview of the NSW Education Standards Authority (NESA) Stage 6 Business Studies Syllabus. NSW Curriculum Review - Business Studies curriculum update. What is a scope and sequence?
	Tutorial	• Introduce yourself and personal and course goals. • Deconstruction of the NESA Stage 6 Business Studies Syllabus. • Getting a feel of the subject matter through the NESA HSC Business Studies examinations. • Designing a scope and sequence for Business Studies. • Teaching Business Studies students writing skills - Part I. • Microteaching. • Week 1 discussion topic.
Week 2 : 19 February - 25 February	Lecture	• Lesson Planning for Business Studies Using outcomes to set learning intentions. Assumed knowledge. Differentiation. Australian Curriculum General Capabilities. Australian Curriculum Cross Curriculum Priorities. Resources. Workplace health and safety. Timing. Teaching and learning strategies. Assessment and feedback strategies. Opening a lesson. Closing a lesson. Classroom management issues.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part I. • Review of sample lesson plans. • Playing games in the Business Studies classroom - Part I. • Microteaching. • Week 2 discussion topic.
Week 3 : 26 February - 3 March	Lecture	• NSW Quality Teaching Framework and "What Works Best" - Links to the Business Studies classroom Overview of the NSW Quality Teaching Framework and implications for the teaching of Business Studies. Overview of "What works best" and implications for the teaching of Business Studies.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part II. • A closer look at the NSW Quality Teaching Framework. • A closer look at "What works best". • Teaching Business Studies students writing skills - Part II. • Microteaching. • Week 3 discussion topic.
Week 4 : 4 March - 10 March	Lecture	• Strategies for differentiation in the Business Studies classroom What is differentiation? Differentiating instruction in three areas - content, process, product and learning environment. How is differentiation implemented in the Business Studies classroom to meet student needs?
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part III. • Application of differentiation to teaching Business Studies reflecting intellectual and cultural diversity, including using graphic organisers to aid differentiation. • Playing games in the Business Studies classroom - Part II. • Microteaching. • Week 4 discussion topic.
Week 5 : 11 March - 17 March	Lecture	• Teaching business concepts and terminology Business literacy. Initial assessment of student literacy levels. Relationship between foundational concepts and terms in the Preliminary course and the HSC course.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part IV. • Strategies for building business literacy. • Teaching Business Studies students writing skills - Part III. • Microteaching. • Week 5 discussion topic.
Week 6 : 18 March - 24 March	Lecture	• Asynchronous.

		• Planning a unit of work (programming) for Business Studies Topic. Topic focus. Stage. Year group. Length. Outcomes. Differentiation. Australian Curriculum General Capabilities. Australian Curriculum Cross Curriculum Priorities. 'Students learn about...' 'Students learn to...' Teaching and learning strategies. Assessment and feedback strategies.
	Tutorial	• Asynchronous. • Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part V. • Business Studies resource of the week. • Review of sample units of work. • Playing games in the Business Studies classroom - Part III. • Microteaching.
Week 7 : 25 March - 31 March	Lecture	• Assessment in Business Studies Assessment as learning, assessment for learning and assessment of learning for Business Studies. Directive verbs/ key words. Overview of formal assessment requirements for Business Studies.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part VI. • Teaching Business Studies students what the directive verbs/key words mean. • Designing an assessment schedule for Business Studies. • Review of sample asssessment tasks. • Teaching Business Studies students writing skills - Part IV. • Microteaching. • Week 7 discussion topic.
Week 8 : 1 April - 7 April	Lecture	• Using feedback in the Business Studies classroom Feedback as an essential component of formative assessment. What is quality feedback? Feedback as ego-involving, and feedback as task-involving. What can effective feedback achieve? Trusting relationships and feedback.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part VII. • Feedback strategies for the Business Studies classroom. • Playing games in the Business Studies classroom - Part IV. • Microteaching. • Week 8 discussion topic.
Week 9 : 8 April - 14 April	Lecture	• Contemporary business issues,hypothetical situations and actual business case studies Teaching skills in the Business Studies classroom. Adopting a real world approach in the Business Studies classroom.
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part VIII. • Teaching Business Studies students how to read a case study. • Teaching Business Studies students writing skills - Part V. • Microteaching. • Week 9 discussion topic.
Week 10 : 15 April - 21 April	Lecture	• Experiential learning for Business Studies - Television, excursions, incursions, competitions and Market Day What is experiential learning? What does experiential learning look like in Business Studies?
	Tutorial	• Business Studies resource of the week. • Classroom management tip of the week for the Business Studies classroom. • Learning from a "first year out" - Part IX. • Review of a Plan Your Own Enterprise Competition business plan sample. • Market Day assessment task. • Playing games in the Business Studies classroom - Part V. • Microteaching.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The

attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Syllabus

- Business Studies Stage 6 Syllabus, NSW Education Standards Authority, 2010.

Business Studies textbooks used in schools

- Chapman, S. et al. (2021). *Business Studies in Action – HSC Course – 7th Edition.* Jacaranda.
- Chapman, S. et al. (2021r). *Business Studies in Action – Preliminary – 6th Edition.* Jacaranda.

Readings

- Broadbridge, D. (2023). *Qantas – A Business Case Study*. Get Smart Education.
- Larkin, A. (2023). *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/9ba4a706-221f-413c-843b-d5f390c2109f/australian-professional-standards-teachers.pdf?MOD=AJPERES
- *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/qtEPSColor.pdf
- *Quality Teaching in NSW Public School – A Classroom Practice Guide – 2nd Edition*. NSW Department of Education and Training, 2006.
- *What Works Best.* NSW Department of Education, April 2020 https://education.nsw.gov.au/teaching-and-learning/what-works-best
- *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%20DeclarationACC.pdf

Further Readings

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- 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.
- 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 (5th 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.
- 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).

Recommended Resources

Professional Teacher Associations for Business Studies Teachers

- Economics and Business Educators NSW http://www.ebe.nsw.edu.au
- Business Educators Australasia https://bea.asn.au/

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Joe Alvaro				Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education