



# EDCU12040 *Biological and Earth and Space Sciences*

## Term 1 - 2022

Profile information current as at 20/04/2024 06:45 am

All details in this unit profile for EDCU12040 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Biological and Earth and Space Sciences develops understanding of both the content and pedagogy required to teach Science in Primary and Early Childhood classrooms. Students are introduced to concepts around how children learn Science; the importance of Science education in an Australian and international context; and current views around effective pedagogical practice linked to research. The focus on pedagogy will be linked to two content areas from the Australian Curriculum: Biological sciences and Earth and Space sciences.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2022

- Bundaberg
- Cairns
- Mackay
- Online
- Rockhampton
- Townsville

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Presentation**

Weighting: 50%

#### 2. **Practical and Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Unit and Teaching Evaluation (SUTE) feedback

**Feedback**

Technical videos

**Recommendation**

Unit coordinator to create instructional videos to help students manage the technical aspects of the digital assessment tasks.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Evaluate examples of teaching practice in science to identify how connections are made to students' prior knowledge or experience to promote learning and inform pedagogical practice
2. Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
3. Analyse and incorporate content that recognises the experience of Aboriginal and Torres Strait Islander students in the science classroom
4. Select teaching and learning strategies that promote higher order thinking and scaffold students' understanding of core concepts in the areas of Biological and Earth and Space sciences
5. Create learning resources in which learner engagement is transformed by the use of ICT for collaboration and inquiry.

**Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:**

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.6 Information and Communication Technology (ICT)
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 4.1 Support student participation

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 50%	•	•	•		
2 - Practical and Written Assessment - 50%		•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•			•
2 - Problem Solving			•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•	•	•	
5 - Team Work					
6 - Information Technology Competence				•	•
7 - Cross Cultural Competence	•		•		
8 - Ethical practice					
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 50%	•	•	•	•		•	•			
2 - Practical and Written Assessment - 50%	•	•	•	•		•	•			

## Textbooks and Resources

### Textbooks

EDCU12040

#### Prescribed

#### Teaching primary science constructively

Edition: 7th (2021)

Authors: Skamp & Preston (Eds.)

Cengage

South Melbourne , VIC , Australia

ISBN: 9780170443401

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Daren Mallett** Unit Coordinator

[d.mallett@cqu.edu.au](mailto:d.mallett@cqu.edu.au)

## Schedule

### Week 1 - Theoretical frameworks for teaching science - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Theoretical frameworks for teaching science	Skamp & Preston (2021). <i>Chapter 1 - Primary science: every teacher, every child.</i>	

### Week 2 - The Australian Curriculum (Science) - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Curriculum (Science)	Skamp & Preston (2021). <i>Chapter 3a - Implementing the Australian Curriculum: Science with a constructivist mindset (pp. 84-112).</i>	

### Week 3 - Science and the cross-curriculum priorities - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Science and the cross-curriculum priorities	Skamp & Preston (2021). <i>Chapter 3b - Implementing the Australian Curriculum: Science with a constructivist mindset (pp. 112-141).</i>	

**Week 4 - Engaging learners in science - 28 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Engaging learners in science	No reading this week.	

**Week 5 - Curriculum design: The anatomy of a science unit - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum design: The anatomy of a science unit	No reading this week.	

**Vacation Week - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - Biological sciences content (1/3) - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Biological sciences content (1/3)	Skamp & Preston (2021). <i>Chapter 8 - Living things and environments.</i>	<b>Pecha Kucha presentation</b> Due: Week 6 Thursday (21 Apr 2022) 11:45 pm AEST

**Week 7 - Biological sciences content (2/3) - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Biological sciences content (2/3)	Skamp & Preston (2021). <i>Chapter 9 - Living things: a technologies context.</i>	

**Week 8 - Biological sciences content (3/3) - 02 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Biological sciences content (3/3)	No reading this week.	

**Week 9 - Earth and Space sciences content (1/3) - 09 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Earth and Space sciences content (1/3)	Skamp & Preston (2021). <i>Chapter 12 - Our place in space.</i>	

**Week 10 - Earth and Space sciences content (2/3) - 16 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Earth and Space sciences content (2/3)	Skamp & Preston (2021). <i>Chapter 13 - Our planet Earth.</i>	

**Week 11 - Earth and Space sciences content (3/3) - 23 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Earth and Space sciences content (3/3)	Skamp & Preston (2021). <i>Chapter 14 - Weather and the environment.</i>	

**Week 12 - Unit review and consolidation - 30 May 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Unit review and consolidation	No reading this week.	<b>Digital Task Cards</b> Due: Week 12 Thursday (2 June 2022) 11:45 pm AEST

**Review/Exam Week - 06 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Exam Week - 13 Jun 2022**

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

# 1 Pecha Kucha presentation

## Assessment Type

Presentation

## Task Description

Create a 'Pecha Kucha 20 x 20' style presentation on one of the 10 research topics (listed below). Topics focus on contemporary issues in science education and research including how children learn science, the structure of the curriculum, and so on. Choose a *Primary Connections* unit from either Biological or Earth and Space sciences (available on Moodle). Your chosen *Primary Connections* unit will give you some context for addressing your research topic. You also need to demonstrate your understanding of the three strands of the Australian Curriculum (Science), the three cross-curriculum priorities, and how these relate to your research topic and chosen *Primary Connections* unit.

## Research topics:

1. The world is complex and ever changing – each day what counts as knowledge is challenged by new knowledge and process considerations. Using your selected *Primary Connections* unit, present a researched argument to support the claim that **inquiry-based learning** is the keystone to developing deeper science understandings in today's science classrooms.
2. Using your selected *Primary Connections* unit, identify what role **technology** could play in enriching student learning. Be sure to consider pedagogical approaches, assessment strategies, and any relevant learning theories.
3. One of the three cross-curriculum priorities in the Australian Curriculum is '**Aboriginal and Torres Strait Islander histories and cultures**'. Explain what this cross-curriculum priority is about and how it is embedded in the *Primary Connections* unit you have chosen. Be sure to consider pedagogical approaches as well as assessment strategies.
4. One of the three cross-curriculum priorities in the Australian Curriculum is '**Sustainability**'. Explain what this cross-curriculum priority is about and how it is embedded in the *Primary Connections* unit you have chosen. Be sure to consider pedagogical approaches as well as assessment strategies.
5. '**Engagement**' is the first stage of the 5Es model that underpins the *Primary Connections* curricula. Using the *Primary Connections* unit you have selected, explain why engagement is so important in science teaching and outline the strategies and techniques you plan to use to engage your students in the future, with particular attention to 'identifying misconceptions' and 'diagnostic techniques'.
6. Using the *Primary Connections* unit you have selected, identify some **potential barriers to student engagement** in science learning. Choosing a selection of three barriers, describe in further detail how you might overcome these barriers using engagement strategies.
7. Referring to the *Primary Connections* unit you have selected, explain the value of using the **5Es** teaching and learning model and highlight the connection between planning, teaching and assessing science understanding.
8. Discuss some of the reasons why **STEM** education is becoming increasingly important in schools all around the world. Referring to the *Primary Connections* unit you have selected, show examples of where STEM is incorporated and/or places where STEM could logically have been incorporated.
9. Referring to the *Primary Connections* unit you have selected, explain the importance of an understanding of '**working scientifically**'. Outline the importance of connecting children's scientific learning to their 'real' world and the way that scientists work (include links to research). How can you make science learning authentic and make connections to the scientific community?
10. Communicating science using **narrative techniques** can be valuable and enhance children's engagement. Using two examples, explain and justify how narrative and storytelling can be used to add richness to children's learning in the *Primary Connections* unit you have selected. Be sure that you make links to research to justify your position.

## Assessment Due Date

Week 6 Thursday (21 Apr 2022) 11:45 pm AEST

Submit online via Moodle

## Return Date to Students

Week 9 Thursday (12 May 2022)

Feedback on this assessment task will be provided following moderation.

## Weighting

50%

## Assessment Criteria

- Quality and depth of content for a chosen science education issue from the 'Research topics' list (below) using authoritative sources such as journal articles.
- Relevance and/or alignment between the research topic and a *Primary Connections* unit (Biological or Earth and Space sciences).
- Demonstrated knowledge and understanding of the three strands of the Australian Curriculum (Science).

- Demonstrated knowledge and understanding of the cross-curriculum priorities of the Australian Curriculum and their relevance to both the research topic and *Primary Connections* unit.
- Clear and concise presentation consistent with 'Pecha Kucha 20 x 20' specifications.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit online via Moodle

### Learning Outcomes Assessed

- Evaluate examples of teaching practice in science to identify how connections are made to students' prior knowledge or experience to promote learning and inform pedagogical practice
- Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
- Analyse and incorporate content that recognises the experience of Aboriginal and Torres Strait Islander students in the science classroom

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## 2 Digital Task Cards

### Assessment Type

Practical and Written Assessment

### Task Description

**Part A:** Choose two items from your pedagogical toolkit to write about. The idea of the 'toolkit' is that your practice will continually evolve to include numerous strategies, resources and activities to help engage students. Examples include problem-based learning, worksheets or components of the inquiry method such as 'questioning and predicting'. Other examples include resources such as online simulations, explanatory videos and even songs.

By identifying and explaining these items you should state what you like about each one. Remember that you are holding up these two items as good examples of practice in science education so only choose things that you approve of. Use professional literature such as journal articles to discuss any pedagogical issues relating to your chosen items. For example, for *explanatory videos* you could discuss 'cognitive load' and how content should be age appropriate and not too easy or difficult.

The word count for Part A is not stated (1,000 - 2,000 words guide). There is no word count for Part B.

**Part B:** Develop TWO digital task cards that could be used to scaffold independent learning in science. The cards should demonstrate a clear understanding of the items selected in Part A and use content from the two sub-strands of Biological (for one card) and Earth and Space sciences (for the other card). The cards should cover a range of activities and include:

Biological sciences: A card suitable for use by learners in a primary classroom (select one year level from Foundation to Year 6). This card must be printable and suitable for a student to use with minimal teacher support.

Earth and Space sciences: A card suitable for use by learners in a different primary classroom (select one year level from Foundation to Year 6). This card must be printable and suitable for a student to use with minimal teacher support.

Each card should clearly identify the learning outcomes from the Australian Curriculum (Science) that it supports. The card should also contain basic instructions for use but most of this information is best written on the website that the task card links to. Any hyperlinks that are used must work so avoid using sites which require registration for the user (i.e., marker).

### Assessment Due Date

Week 12 Thursday (2 June 2022) 11:45 pm AEST

### Return Date to Students

Exam Week Friday (17 June 2022)

Feedback on this assessment task will be provided following moderation.



**Weighting**

50%

**Assessment Criteria**

- Selection and appropriate use of teaching strategies and resources that support the processes of working scientifically.
- Knowledge and understanding of the use of ICT in supporting student-centred learning and engagement.
- Relevance of the chosen resources for the intended age group.
- Demonstrated knowledge and understanding of the content from the two sub-strands of Biological and Earth and Space sciences.
- Design and technical functionality of the task cards.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit online via Moodle

**Learning Outcomes Assessed**

- Access/evaluate and apply professional literature on contemporary science education to develop a rationale for learning design
- Select teaching and learning strategies that promote higher order thinking and scaffold students' understanding of core concepts in the areas of Biological and Earth and Space sciences
- Create learning resources in which learner engagement is transformed by the use of ICT for collaboration and inquiry.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem