



EDED14355 STEM Education and Engagement

Term 1 - 2018

Profile information current as at 07/05/2024 09:07 am

All details in this unit profile for EDED14355 have been officially approved by CQUniversity 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

It is well recognised that future generations require strong educational foundations in order to navigate our changing world. The renewed national focus on Science, Technology, Engineering and Mathematics (STEM) in primary school education will ensure that young Australians become equipped with the necessary STEM skills and knowledge that they need to succeed in a changing world. STEM education refers collectively to the teaching of the disciplines of science, technology, engineering and mathematics and also to a cross-disciplinary approach to teaching that increases student interest in STEM related fields and improves students' problem solving and critical analysis skills. In this unit, you will build on the knowledge acquired in previous science, technology and mathematics units. You will apply problem based learning theory and pedagogical principles that underpin inquiry approaches and collaboration to design, conduct and evaluate first hand investigations in the science, technology, engineering or mathematics areas applicable to primary school classrooms. You will consolidate your knowledge in STEM disciplines and develop your pedagogical skills to increase student engagement and participation in STEM.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: EDCU12038 Teaching for Mathematical Proficiency EDCU12039 Digital and Design Technologies EDCU12040 Biological and Earth and Space Sciences EDCU13020 Mathematics Curriculum EDCU13017 Chemical and Physical Sciences

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 - 2018

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

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. **Written Assessment**

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 feedback

Feedback

Assessment task

Recommendation

Additional scaffolding through the provision of examples.

Feedback from Student feedback

Feedback

Authentic Assessment tasks

Recommendation

Continue to provide opportunities for authentic assessment task.

Unit Learning Outcomes

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

1. Design and conduct first hand investigations in science, technology, engineering or mathematics
2. Apply the principles of scientific inquiry to design STEM learning experiences
3. Evaluate examples of STEM projects and identify real world situations
4. Implement teaching strategies that are learner centered and can support learners including those with diverse educational needs.

Australian Professional Standards for Teachers (Graduate Level)

- 1.2 Understand how students learn
- 1.5 Differentiate teaching to meet the specific needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.6 Information and Communication Technology (ICTs)
- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 4.5 Use ICT safely, responsibly and ethically
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Written Assessment - 50%			•	•				•		
2 - Practical and Written Assessment - 50%	•	•	•		•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Pidgeon Unit Coordinator
d.pidgeon@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
STEM literature	Krell, M., Koska, J., Penning, F., & Kruger, D. (2015). Fostering pre-service teachers' views about nature of science: evaluation of a new STEM curriculum. <i>Research in Science & Technological Education</i> , 33(3), 344-365. Fadzil, H., & Saat, R. (2014). Enhancing STEM education during school transition: bridging the gap in science manipulative skills. <i>Eurasia Journal of Mathematics, Science & Technology Education</i> , 10(3), 209-218.	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

PBL and inquiry approaches

Erdogan, N., Navruz, B., Younes, R., & Capraro, R. (2015). Viewing how STEM Project-Based Learning influences students' science achievement through the implementation lens: a latent growth modelling. *Eurasia Journal of Mathematics, Science & Technology Education*, 12(8), 2139-2154.

Wan Husin, W., et. al. (2016). Fostering students' 21st century skills through Project Oriented Problem Based Learning (POPBL) in integrated STEM education program. *Asia-Pacific Forum on Science Learning and Teaching*, 1(7).

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Research design and first-hand investigations	Science In Public. (2016). <i>Stories of Australian Science</i> . ABC Website. (2010). <i>Scientists in Schools: A new approach for school science</i> .	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Science, technology and mathematics reviewed	Australian Government. (2015). <i>Policy Roundtable: Mathematics by Inquiry</i> . Google. (2016). <i>Start with code: Australia's Innovation generation</i> .	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Engineering principles	Hardison, John. (2013). 44 Smart Ways to Use Smartphones in Class. <i>Getting Smart</i> website. Tower Power Prep Lesson. <i>Engineering is elementary</i> website.	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
STEM lesson design	Prinsley, R. & Johnston, E. (2015). <i>Transforming STEM teaching in Australian primary schools: everybody's business</i> . Office of the Chief Scientist. Krell, M., Koska, J., Penning, F. & Kruger, D. (2015). Fostering pre-service teachers' views about nature of science: evaluation of a new STEM curriculum. <i>Research in Science and technological education</i> , 33(3), 344-365.	Assessment 1 due Thursday Written Assessment Due: Week 6 Thursday (19 Apr 2018) 11:45 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Project design for engagement activities

National Science Week website
<https://www.scienceweek.net.au/>
 Shivar, N. (2017). Weebly Review: 6 Pros & 3 Cons of Using Weebly For Your Website. ShivarWeb.

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
STEM experts and collaboration	Gamse, B., Martinez, A. & Bozzi, L. (2017). Calling STEM experts: how can experts contribute to students' increased STEM engagement? <i>International Journal of Science Education</i> , 7(1).	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation of STEM projects	Rosicka, C. (2016). From concept to classroom Translating STEM education research into practice. ACER. ChanMin Kim, C., Kim, D., Yuan, J., Hill, R., Doshi, P. & Thai. C. (2015). Robotics to promote elementary education pre-service teachers' STEM engagement, learning, and teaching. <i>Computers and Education</i> , 91, 14-31.	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Differentiation and learner-centred approaches	Hudson, P., English, L., Dawes, L., King, D., & Baker, S. (2015). Exploring links between pedagogical knowledge practices and student outcomes in STEM education for primary schools. <i>Australian Journal of Teacher Education</i> , 40(6), 134-151.	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
STEM variations	Zoller, U. (2011). Science and Technology Education in the STES Context in Primary Schools: What Should It Take? <i>Journal of Science Education and Technology</i> , 20, 444-453.	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unit Review		Assessment 2 due Thursday Practical and Written Assessment Due: Week 12 Thursday (31 May 2018) 11:45 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

- 18 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

This assessment task requires you to plan and conduct a first-hand investigation in the science, technology, engineering and/or mathematics area. The investigation involves carrying out your own experiment to collect your own data. The investigation must follow an action research design and include background (literature review), methodology, data collection, data analysis and conclusion linking to real-world situations. Further information about the assessment including ideas for investigations is provided on the Moodle site.

Assessment Due Date

Week 6 Thursday (19 Apr 2018) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next task.

Weighting

50%

Assessment Criteria

Deep knowledge and understanding of chosen problem through the use of background research.

Clear, logical and coherent methodology design.

Appropriate data collection techniques explained and employed.

Extensive data analysis presented.

Comprehensive conclusion linking to real-world situations.

Cohesive writing consistent with academic conventions. Extensive use of relevant and credible sources for explanation of concepts.

Australian Professional Standards for Teachers (Graduate Career Stage) demonstrated:

1.2 Understand how students learn

2.6 Information and Communication Technology (ICTs)

3.1 Establish challenging learning goals

6.2 Engage in professional learning and improve practice

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Design and conduct first hand investigations in science, technology, engineering or mathematics
- Apply the principles of scientific inquiry to design STEM learning experiences
- Evaluate examples of STEM projects and identify real world situations
- Implement teaching strategies that are learner centered and can support learners including those with diverse educational needs.

Graduate Attributes

- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

2 Practical and Written Assessment

Assessment Type

Practical and Written Assessment

Task Description

You are required to develop a STEM event for learner engagement, utilising learner-centeredness and hands-on

approaches. The STEM event will be designed for learners from diverse backgrounds for a one hour session. The one hour time slot can be broken down into shorter 10 - 15 minute "stations" if you choose. A STEM event, for example, could be a session conducted in your school hall during science week where the learners might investigate buoyancy by designing, building and testing a boat using aluminium foil.

Develop a design in which inquiry approaches are used to support and enhance student-centred, authentic and problem-based learning. The STEM event details need to be presented as a portfolio in an online format such as a weebly, wix, wiki or webpage with links to the event activity details, teacher resources explaining the STEM content, expert contacts, real-world applications, a budget, sample student consent forms, detailed schedule and resources needed. Examples of past STEM events and ideas are available on the Moodle site. **This task can be individual or in pairs or groups of up to three.**

Assessment Due Date

Week 12 Thursday (31 May 2018) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary.

Weighting

50%

Assessment Criteria

Comprehensive use of hands-on and authentic approaches.

Deep knowledge and understanding of STEM content.

Highly developed range of strategies for differentiation.

Appropriate use of ICTs.

Extensive portfolio including activity sessions, teacher resources, sample budget, consent forms, schedule and resources. Cohesive writing consistent with academic conventions.

Australian Professional Standards for Teachers (Graduate Career Stage) demonstrated:

1.2 Understand how students learn

1.5 Differentiate teaching to meet the specific needs of students across the full range of abilities

1.6 Strategies to support full participation of students with disability

2.6 Information and Communication Technology (ICTs)

3.1 Establish challenging learning goals

3.6 Evaluate and improve teaching programs

4.1 Support student participation

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Design and conduct first hand investigations in science, technology, engineering or mathematics
- Apply the principles of scientific inquiry to design STEM learning experiences
- Evaluate examples of STEM projects and identify real world situations
- Implement teaching strategies that are learner centered and can support learners including those with diverse educational needs.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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