



# EDSE11022 Timber Technology and Design

## Term 2 - 2018

Profile information current as at 14/05/2024 04:13 am

All details in this unit profile for EDSE11022 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

This unit provides an introduction to product design and development using a major natural resource, timber. It includes graphical design processes and occupational health and safety considerations in the demonstration of practical and theoretical knowledge and skills that are necessary to teach Industrial Technology and Design in the middle years of schooling (7-10). Knowledge and understanding of timber as a renewable natural resource, and its use in production processes will be gained through working with industrial machinery, digital and hand tool technologies. Students will design, develop, adapt and evaluate projects utilising critical aspects of knowledge about timber, and develop hands-on skills of working with timber-based materials.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 2 - 2018

- Distance

#### 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).

#### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

#### 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 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 Students feedback and course evaluation.

##### **Feedback**

Residential School provides great opportunity for hands on experience

##### **Recommendation**

Continue to provide relevant and current learning experiences.

## Unit Learning Outcomes

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

1. Apply theories of using timber as a renewable resource and the technological processes used to produce timber-based materials underpinning the content of middle years Industrial Technology and Design teaching.
2. Investigate how to plan, sequence, implement and assess timber materials used in the production of projects incorporated in the middle years industrial technology and design teaching area.
3. Recognise and apply basic skills sequences and procedures using design processes required for teaching timber technologies to school students in Years 7-10.
4. Critically evaluate specific applications of tools and equipment used in the production of timber technologies in the Middle Years of Learning.
5. Apply Occupational Health and Safety legislation in the school work place.
6. Analyse preferred implementation processes for the design of timber technologies through sequenced processes.
7. Demonstrate a professional capacity to communicate, work and learn, individually and in peer learning teams.

### **Australian Institute for School Leadership (AITSL, 2013), Professional Standards for Teachers (Graduate Level):**

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area; 2.2 Content selection and organisation

Standard 4: Create and maintain supportive and safe learning environments

4.4 Maintain student safety

Standard 6: Engage in professional learning

6.2 Engage in professional learning and improve practice; 6.3 Engage with colleagues to improve practice

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.2 Comply with legislative, administrative and organisational requirements; 7.4 Engage with professional teaching networks and broader communities

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 50%	●	●	●	●	●	●	●
2 - Practical Assessment - 50%	●	●	●	●	●	●	●

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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

[illegible]

## Textbooks and Resources

### Textbooks

EDSE11022

#### Prescribed

**Workshop technologies for schools: A combined study**  
(2012)

Authors: Baker, S & Schlyder, D

PCS Publications

Toowoomba , Queensland , Australia

ISBN: 978-1-876135-91-1

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Brad Connolly** Unit Coordinator

[b.connolly@cqu.edu.au](mailto:b.connolly@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Timber & their Products, Part A, pages. 11-29. View YouTube clips Complete Quiz 1	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Timber & their Products, Part B, pages. 11-29. View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Baker & Schlyder (2012).  
*Workshop Technologies for  
Schools: A Combined.*

Manufactured Boards pages  
30 - 40  
View YouTube clips  
Complete Quiz

Assessment Task 1: Part A continues  
each week till Week 10  
Each quiz (2%)

#### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Tools and Machines pages 41 - 51 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Tools and Machines pages 41 - 61 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your vacation week.		

#### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Woodworking Terms & Joints pages 62 - 71 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Fixing & Finishing pages 72 - 80 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Plastics pages 82- 97 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Baker & Schlyder (2012). <i>Workshop Technologies for Schools: A Combined.</i>	Health & Safety in the Workshop pages 1 - 10 & Design and Planning pages 98 - 101 View YouTube clips Complete Quiz	Assessment Task 1: Part A continues each week till Week 10 Each quiz (2%)

#### Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Baker & Schlyder (2012).  
*Workshop Technologies for  
Schools: A Combined.*

Revision Week pages 11 - 102  
View YouTube clips  
Complete Quiz

Assessment Task 1: Part A continues  
each week till Week 10  
Each quiz (2%)

#### Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Compulsory Residential School Monday 24/9/2018 - Wednesday 26/9/2018	Two locations: Glenmore State High School, 8.00am - 5.00pm Kelvin Grove State College, 8.00am - 5.00pm	Assessment Task 2: 50%  <b>Compulsory Residential School</b> Due: Week 11 Wednesday (26 Sept 2018) 11:45 pm AEST

#### Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 1B due 5.00pm Friday 5/10/2018	Assessment 1B due 5.00pm Friday 5/10/2018	Assessment 1B due 5.00pm Friday 5/10/2018  <b>Multi-Choice Quizzes and Written Assessment Task</b> Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

#### Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Multi-Choice Quizzes and Written Assessment Task

#### Assessment Type

Written Assessment

#### Task Description

##### Assessment Task 1: Part A Multi-Choice Quizzes

There are 10 Multi-Choice Quizzes based on weekly readings from the assigned text book. Quizzes will be available on the Moodle website each Monday and remain open until following Sunday at midnight. Students will be allowed a maximum of 60 minutes and 2 attempts to complete each quiz. The highest score will be recorded for grading. Please note that the results from all 10 quizzes contributes to the overall mark of 20%.

##### Assessment Task 1: Part B Written Assignment

**Unit Plan:** Due 5.00pm 5/10/2018, Written Assignment contributes to the overall mark of 30%

Students are required to develop a Unit plan and a project suitable for a Year 7-10 student cohort in a Woodwork Classroom.

The assignment will consist of:

- Rationale for the Project
- What Year Level the project is targeting
- An accurate Dimension Working Drawing of the Project
- A Detailed Work Procedure
- A Criteria Sheet

There are examples of the Written Assignment on the Moodle page.

#### Assessment Due Date

Week 12 Friday (5 Oct 2018) 5:00 pm AEST

Assessment Task 1

#### Return Date to Students

Exam Week Monday (15 Oct 2018)

**Weighting**

50%

**Assessment Criteria**

**Part A Multi-Choice Quizzes:** Students will be allowed a maximum of 60 minutes and 2 attempts to complete each quiz. The highest score will be recorded for grading.

10 quizzes contribute to the overall mark of 20%.

**Part B Written Assignment:** The following criteria will be used. Further details will be supplied on Moodle.

- Ability to present graphical information
- Ability to express and develop an idea
- Ability to present work effectively

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Apply theories of using timber as a renewable resource and the technological processes used to produce timber-based materials underpinning the content of middle years Industrial Technology and Design teaching.
- Investigate how to plan, sequence, implement and assess timber materials used in the production of projects incorporated in the middle years industrial technology and design teaching area.
- Recognise and apply basic skills sequences and procedures using design processes required for teaching timber technologies to school students in Years 7-10.
- Critically evaluate specific applications of tools and equipment used in the production of timber technologies in the Middle Years of Learning.
- Apply Occupational Health and Safety legislation in the school work place.
- Analyse preferred implementation processes for the design of timber technologies through sequenced processes.
- Demonstrate a professional capacity to communicate, work and learn, individually and in peer learning teams.

**Graduate Attributes**

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

## 2 Compulsory Residential School

**Assessment Type**

Practical Assessment

**Task Description**

The Compulsory Residential School introduces students to wood projects which target the junior year levels. Students will be using hand tools, machinery and equipment to fabricate five projects. The Compulsory Residential School provides students the opportunity to develop their hand skills, knowledge and understanding of workshop procedures and processes.

**Assessment Due Date**

Week 11 Wednesday (26 Sept 2018) 11:45 pm AEST

All Assessment to be completed over the duration of the Compulsory Residential School

**Return Date to Students**

Exam Week Monday (15 Oct 2018)

**Weighting**

50%

**Assessment Criteria**

Students will be assessed on the quality and presentation of their five projects, in addition to their knowledge and understanding of the application of workshop processes and their ability to work independently with limited assistance.

**Referencing Style**



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

**Submission**

Offline

**Submission Instructions**

At the end of the Compulsory Residential School

**Learning Outcomes Assessed**

- Apply theories of using timber as a renewable resource and the technological processes used to produce timber-based materials underpinning the content of middle years Industrial Technology and Design teaching.
- Investigate how to plan, sequence, implement and assess timber materials used in the production of projects incorporated in the middle years industrial technology and design teaching area.
- Recognise and apply basic skills sequences and procedures using design processes required for teaching timber technologies to school students in Years 7-10.
- Critically evaluate specific applications of tools and equipment used in the production of timber technologies in the Middle Years of Learning.
- Apply Occupational Health and Safety legislation in the school work place.
- Analyse preferred implementation processes for the design of timber technologies through sequenced processes.
- Demonstrate a professional capacity to communicate, work and learn, individually and in peer learning teams.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- 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