EDSE11022 *Timber Technology and Design*
Term 2 - 2021

Profile information current as at 13/05/2024 03:20 pm

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: *8*
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 - 2021

- Mixed Mode

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. **Online Quiz(zes)**
Weighting: 20%
2. **Written Assessment**
Weighting: 30%
3. **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 Student

Feedback

More time needed during Residential School and School hand tools (chisels) need maintenance.

Recommendation

24 hours is a allocated amount of hours for Residential Schools and will discuss maintenance of hand tools with school for future Residential Schools.

Unit Learning Outcomes

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

1. Demonstrate knowledge and understanding of timber industry practices
2. 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
3. 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
4. Recognise and apply basic skills sequences and procedures using design processes required for teaching timber technologies to school students in Years 7-10
5. Critically evaluate specific applications of tools and equipment used in the production of timber technologies in the Middle Years of Learning
6. Apply Occupational Health and Safety legislation in the school work place
7. Analyse preferred implementation processes for the design of timber technologies through sequenced processes
8. Demonstrate a professional capacity to communicate, work and learn, individually and in peer learning teams.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ◦ Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Online Quiz(zes) - 20%	•							
2 - Written Assessment - 30%		•	•	•	•	•	•	•
3 - Practical Assessment - 50%		•	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
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 - Online Quiz(zes) - 20%	•	•						•		
2 - Written Assessment - 30%	•	•	•	•		•	•			
3 - Practical Assessment - 50%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

EDSE11022

Prescribed

Workshop technologies for schools: A combined study
Edition: 1st (2012)
Authors: Baker, S & Schlyder, D
PCS Publications
Toowoomba , Queensland , Australia
ISBN: 978-1-876135-91-1
Binding: Paperback

Additional Textbook Information
Paper copies can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

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

Brad Connolly Unit Coordinator
b.connolly@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Timber & their Products	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study. Timber & their Products, p. 11-29. 1. Read weekly reading 2. View YouTube clips 3. Complete Quiz 1	Assessment Task 1: Each quiz (2%)

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Timber & their Products	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study. Timber & their Products, p. 11-29. 1. Read weekly reading 2. View YouTube clips 3. Complete Quiz 2	Assessment Task 1: Each quiz (2%)

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Manufactured Boards	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study. Manufactured Boards Pages 30 - 40 1. Read weekly reading 2. View YouTube clips 3. Complete Quiz	Assessment Task 1: Each quiz (2%)

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Tools and Machines	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 41 - 61 Tools and Machines 1. Read Weekly reading Part A 2. View You Tube Clips 3. Complete Quiz 4	Assessment Task 1: Each quiz (2%)

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Tools and Machines	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 41 - 61 Tools and Machines 1. Read Weekly reading Part B 2. View You Tube Clips 3. Complete Quiz 5	Assessment Task 1: Each quiz (2%)

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your break!		

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Woodworking Terms & Joints	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 62 - 71 Woodworking Terms & Joints 1. Read Weekly reading 2. View You tube 3. Complete Quiz 6	Assessment Task 1: Each quiz (2%)

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Fixing & Finishing	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 72 - 80 Fixing & Finishing 1. Read Weekly Reading 2. View You Tube 3. Complete Quiz 7	Assessment Task 1: Each quiz (2%)

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Plastics	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 82- 97 Plastics 1. Read weekly Reading 2. View You Tube 3. Commence Quiz 8	Assessment Task 1: Each quiz (2%)

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Health & Safety in the Workshop & Design and Planning	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 1 - 10 Health & Safety in the Workshop & Design and Planning pages 98 - 101 1. Read Weekly reading 2. View You tube 3. Complete Quiz 9	Assessment Task 1: Each quiz (2%)

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Compulsory Residential School Monday 20/9/2021 - Wednesday 23/9/2021	Two locations: Glenmore State High School, Rockhampton 8.00am - 5.00pm St Laurence's College, Brisbane 8.00am - 5.00pm	Assessment Task 3: Compulsory Residential School (50%) **Assessment Task 3** Due: Week 10 Wednesday (22 Sept 2021) 11:45 pm AEST

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Course Review	Baker & Schlyder (2012). Workshop Technologies for Schools: A Combined Study Read pages 11 - 102 in your textbook 1. Read weekly reading 2. View You Tube Clips 3. Complete Quiz 10	Assessment Task 1: Each quiz (2%)

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Task 1: Due Sunday 10/10/21 Assessment Task 2: Due Friday 8/10/21		Assessment Task 1: Quizzes (20%) Assessment Task 2: Written Assessment (30) **Assessment Task 2** Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment Task 1

Assessment Type
Online Quiz(zes)

Task Description
Assessment Task 1: 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 and remain open until Week 12. 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%.

Number of Quizzes

Frequency of Quizzes
Weekly

Assessment Due Date

10/10/2021

Return Date to Students
Exam Week Monday (18 Oct 2021)

Weighting
20%

Minimum mark or grade
50% of Quiz assessment grade

Assessment Criteria
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 contributes to the overall mark of 20%.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Demonstrate knowledge and understanding of timber industry practices

Graduate Attributes

- Communication
- Problem Solving
- Ethical practice

2 Assessment Task 2

Assessment Type
Written Assessment

Task Description
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 (8 Oct 2021) 11:45 pm AEST

Return Date to Students
Exam Week Monday (18 Oct 2021)

Weighting
30%

Minimum mark or grade
50% of Written assessment grade

Assessment Criteria
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 7th Edition (APA 7th 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

3 Assessment Task 3

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 10 Wednesday (22 Sept 2021) 11:45 pm AEST

Return Date to Students
Exam Week Monday (18 Oct 2021)

Weighting
50%

Minimum mark or grade
50% of Practical Assessment grade

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 7th Edition (APA 7th edition)

Submission
Offline

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