EDSE11024 *Teaching Youth*
Term 1 - 2017

All details in this unit profile for EDSE11024 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

Youth is the period between childhood and adult age. Teaching youth requires a particular pedagogical approach where learned information must be meaningful and links to the world beyond the classroom. Understanding youth is the focus of this unit, in particular the role secondary school teachers have on developing effective, useful and efficient tactics that in any discipline area can be used to increase student understanding and improve overall achievement and motivation. Pre-service teachers will be challenged to question the role of formal secondary schooling and address their own preconceptions about schooling in the 21st Century, in particular strategies that promote teaching today's youth. Pre-service teachers will also develop effective communication skills to engage in successful relationships with youth through demonstrating personal literacy and numeracy competence.

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 1 - 2017

- 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. **Online Test**
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 Evaluation

Feedback
Review number of weekly readings

Recommendation
Provide further advice, in terms of how to read academic articles via Moodle

Action
As a new course coordinator I did not review the number of weekly readings, however will be taking this action for 2018.

Feedback from Student Evaluation

Feedback
Review APA Referencing

Recommendation
Further embed APA referencing into Moodle activities/resources

Action
All sources were referenced on the Moodle pages. Students were repeatedly referred to ALC for support in referencing.

Feedback from Student Evaluation

Feedback
Provide FLEX students course Power Points on Moodle rather than via email

Recommendation
Course co-ordinator to make collaborate session powerpoints available via Moodle

Action
FLEX lessons did not rely on PowerPoints this year but involved a greater level of interaction between peers.

Unit Learning Outcomes

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

1. Examine the complex nature of teaching youth.
2. Challenge contemporary thinking about teaching youth.
3. Evaluate personal ethical dilemmas when teaching 21st Century youth.
4. Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for youth.

Australian Professional Standards for Teachers (Graduate Level) demonstrated:

1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
2.5 Literacy and numeracy strategies
4.1 Support student participation
6.2 Engage in professional learning and improve practice
6.4 Apply professional learning and improve student learning

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
1 - Written Assessment - 50%	●	●	●	
2 - Online Test - 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 - Online Test - 50%	●									

Textbooks and Resources

Textbooks

EDSE11024

Prescribed

Education, Change and Society

Edition: 3rd (2013)

Authors: Connell, Welch, Vickers, Foley, Bagnall, Hayes, Proctor, Sriprakash and Campbell

Oxford University

Melbourne , Victoria , Australia

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 styles below:

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

For further information, see the Assessment Tasks.

Teaching Contacts

Miriam Ham Unit Coordinator

m.ham@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Being Youth: Adolescent Development		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Defining Youth: Self Identity, Gender and Sexuality		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Schooling Youth: Secondary Schools Today		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Engaging Youth: Social and Cultural Differences		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Youth: The Image of Teachers and Learning today		**Researching Youth Research Paper** Due: Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communicating With Youth: Theoretical Perspectives on Human Communication - Relationships, Social Influences, Competence and Meaning		

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Verbal Communication: Power and use of words - Meaning in Context and Culturally Bound Settings		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Verbal Communication: The Sociocultural Nature of Learning		Personal Competence Test 1 to be completed by the end of this week

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Non-verbal Communication: The Influence of Gender, Status, Age, Culture and Individual Difference		Personal Competence Test 2 to be completed by the end of this week

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Language to engage: Promoting Social Skills in Learning Environments		Personal Competence Test 3 to be completed by the end of this week

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communicating with Youth: Modelling Literate Practices		Personal Competence Test 4 to be completed by the end of this week

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Communicating with Youth: Being Numerate		Personal Competence Test 5 to be completed by the end of this week

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Personal Competence Online Tests and Personal Competence Reflection Due: Review/Exam Week Friday (9 June 2017) 11:45 pm AEST

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

1 Researching Youth Research Paper

Assessment Type
Written Assessment

Task Description
Your task is to choose an issue or concern that may have an affect on how you teach youth as a secondary school teacher.
Examples may include, but not limited to:
·   Gender
·   Sexuality
·   Social difference
·   Rural isolation
·   Drugs
·   Youth (sub)culture/s
·   Body image and self-identity
·   Literacy and Numeracy
Provide an explanation of the issue as well as a definition of the boundary you are working within regarding this issue.
Justify how and why this issue is important for secondary school teachers.
Support your justification with links to current research in the area of adolescent development. This research must include recent journal articles, textbooks and professional readings. It is expected you will use sources beyond the set readings for this course.
Discuss the implications the chosen issue has for teaching youth and how teachers can respond effectively to address this issue and assist young people to achieve at school.
Conclude by making recommendations for secondary school teachers based on your research findings on teaching youth and your own personal philosophy on secondary school teaching.
Length: 2000 words

Assessment Due Date
Week 5 Friday (7 Apr 2017) 11:45 pm AEST

Return Date to Students
Week 7 Friday (28 Apr 2017)
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 assessment task.

Weighting
50%

Assessment Criteria

- Examine the complex nature of teaching youth
- Challenge contemporary thinking about teaching youth
- Evaluate personal ethical dilemmas when teaching 21st Century youth

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)
- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Examine the complex nature of teaching youth.
- Challenge contemporary thinking about teaching youth.
- Evaluate personal ethical dilemmas when teaching 21st Century youth.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence

- Ethical practice

2 Personal Competence Online Tests and Personal Competence Reflection

Assessment Type
Online Test

Task Description
This task will require you to demonstrate an appropriate level of personal competence in literacy and numeracy appropriate for teaching.
On-line tests
You will **complete a series of on-line tests in weeks 8-12 of the course** that will show your personal competence in literacy and numeracy appropriate to model effective reading, writing, spelling, oral language and numerate thinking for youth.
Reflective statement
After the last on-line test has been completed, you are to write a 1000 word reflective statement outlining your strengths and professional challenges relating to personal literacy and numeracy competency. This reflective statement must outline what you believe are the consequences of your personal skill level. You must outline where and how you will seek professional learning in personal literacy and/or numeracy (Standard 6.2) and provide a justification as to why this professional learning is to occur and the implications this will have for your own personal journey and that of the youth you will teach (Standard 6.4).
Essential elements of the task
You must complete the on-line tests in the weeks in which they are allocated (i.e. Test 1 must be completed in week 8, Test 2 in week 9, Test 3 in week 10, Test 4 in week 11, Test 5 in week 12).
You **must achieve a pass standard in this task** to be eligible to pass this course.
In order to pass you **must receive a 'satisfactory' for the reflective statement. You must also receive a minimum mark of 25/50 for the 5 quizzes. Each quiz is worth 10 marks.**

Assessment Due Date
Review/Exam Week Friday (9 June 2017) 11:45 pm AEST
Completed as on-line tests through Moodle

Return Date to Students
Exam Week Friday (16 June 2017)
Not applicable

Weighting
50%

Minimum mark or grade
50%

Assessment Criteria

- Applies personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for youth

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Submission Instructions
On-line tests through the links provided then the 1000 word personal reflection uploaded separately

Learning Outcomes Assessed

- Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for youth.

Graduate Attributes

- Communication

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