



EDSE11024 Teaching Youth

Term 1 - 2018

Profile information current as at 30/04/2024 03:18 am

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 - 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. **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 recommendations

Feedback

Review the number of readings for each week.

Recommendation

The amount of reading students are required to complete each week will be reduced.

Feedback from Staff recommendations

Feedback

There is not enough support material to assist students to research and write an essay effectively.

Recommendation

Support materials for research and essay writing will be embedded into the first four weeks of the unit.

Feedback from Staff recommendations

Feedback

The assessment items need to be changed

Recommendation

Assessment items will be rewritten as per discussion with the Head of Course.

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



Alignment of Assessment Tasks to Learning Outcomes

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

Textbooks and Resources

Textbooks

EDSE11024

Prescribed

Education, Change and Society

Edition: 4th edn (2017)

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

Oxford University

South Melbourne , Victoria , Australia

ISBN: 9780190309763

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

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Schedule

Week 1 - Who are they? - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Identifying the characteristics of youth in junior secondary school. Introduction to the guiding principles of teaching junior secondary students.	Chapter 1 & 2	Introduction of Assignment 1

Week 2 - Where are they going? - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Discovering the pathways available in secondary school and those youth take in society.	Chapter 3 & 4	Defined assessment task topic due to tutor via email.

Week 3 - Cultural identity and gender - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examining how students' culture and gender impact learning outcomes.	Chapter 6 & 8	Outline of Assignment 1 complete - begin first draft

Week 4 - Social class and inequity - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examine the impact of social class on students participation in, engagement with and outcomes from secondary education.	Chapter 6	Editing of first draft

Week 5 - Indigenous education - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous students' experience in secondary schooling.	Chapter 7	Submission of final draft of Assignment 1 due Friday Researching Youth - Research paper Due: Week 5 Friday (6 Apr 2018) 11:45 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Who we are. - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examine what it means to be a teacher. Introduction to the 10 Essential skills	Chapter 12	

Week 7 - What we do. - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Intended vs enacted curriculum: how what we do can increase student understanding and improve overall engagement, achievement and motivation.	Chapter 11	Assignment 1 returned - begin reflection on personal Literacy skills

Week 8 - Personal literacy skills: Part 1 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examination of personal literacy skills		Quiz 1 - Open Sunday to Sunday

Week 9 - Personal literacy skills: Part 2 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Identify the impact of teachers' skill on students		Quiz 2 - Open Sunday to Sunday Examine strengths and challenges in personal literacy.

Week 10 - Numeracy skills: Part 1 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Examination of personal numeracy skills		Quiz 3 - Open Sunday to Sunday

Week 11 - Numeracy skill: Part 2 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Identify the impact of teachers' skill on students		Quiz 4 - Open Sunday to Sunday Examine strengths and challenges in personal numeracy.

Week 12 - Role models of learning - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
How can I improve my skill? Review of teachers' as learners through research	Chapter 14	Quiz 5 - Open Sunday to Sunday Continue working critical reflection

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Critical reflection submission due Friday

Personal competence online tests and critical reflection Due: Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

Term Specific Information

Assessment Tasks

1 Researching Youth - Research paper

Assessment Type

Written Assessment

Task Description

The Research Paper

The task asks you to prepare a **research paper**. To do this, you must first research a chosen topic and then prepare and present a structured paper (essay) that:

- defines and explains the topic
- identifies how and why it is important for secondary school teachers,
- discusses the implications for secondary school teachers' classroom practice
- and makes recommendations for classroom practice and/or a whole school approach.

Step 1

Your task is to **choose an issue or concern** specific to students in the secondary phase of their education.

Examples may include, but are not limited to:

- Mental Health
- Alcohol and Drugs
- Equity and discrimination
- Rural isolation
- Access to technology
- Youth (sub)culture/s
- Body image and self-identity
- Literacy and Numeracy

You will notice that many of these topics overlap with course topics in the first four weeks of the term.

Step 2

You will **research this topic** using the library on-line materials and your textbook. It is suggested that you read information from at least seven different sources prior to beginning the construction of your paper. From your readings, define the boundary of your paper. For example, you might choose the topic of youth subcultures. This topic is too broad for a 2000 word paper. So to narrow the topic you might consider a specific topic with youth subcultures, e.g. the impact of being a 'gamer' on students' learning and their level of engagement in school. Please check your topic with your lecturer.

There will be more information on the research process provided throughout the coursework on the Moodle site.

Step 3

Write the research paper. **This step includes considering a structure, writing a first draft, editing and referencing a second draft to produce a final piece for submission.**

The following headings should guide the writing of your research paper:

Provide an explanation of your defined chosen topic.

Discuss and justify how and why this topic is important for secondary school learners, teachers and schools including the implications for all.

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 some of the sources you use will be from beyond the set readings for this course.

Discuss the implications the topic has on the levels of engagement and learning outcomes for youth.

Conclude by making recommendations for how teachers and schools can respond effectively to address the

implications of the topic and assist young people to achieve at school based on your research findings on teaching youth and your own personal philosophy on secondary school teaching.

The essay is to be written in third person and follow the recommended structure provided by the ALC.

Length: 2000 words

Assessment Due Date

Week 5 Friday (6 Apr 2018) 11:45 pm AEST

Return Date to Students

Week 7 Friday (27 Apr 2018)

Weighting

50%

Assessment Criteria

- 1. Examine the complex nature of teaching youth**
- 2. Challenge contemporary thinking about teaching youth**
- 3. Evaluate personal ethical dilemmas when teaching 21 Century youth**
- 4. Demonstrates personal communication and professional literacy competence**

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 critical reflection

Assessment Type

Online Test

Task Description

Assessment Task 2 requires you to demonstrate an appropriate level of personal competence in literacy and numeracy appropriate for teaching.

This task comprises two parts:

1. **Five on-line quizzes** that are completed each week from week 8 to week 12. The purpose of the quizzes is to show your personal competence in literacy and numeracy appropriate to model effective reading, writing, spelling, oral language and numerate thinking for youth. (Cumulative score out of 50)
2. **A reflective statement** due Friday 8-June-2018 (week 13/review week) outlining your strengths and professional challenges relating to personal literacy and numeracy competency including a plan for how you aim to improve your competency prior to your graduation. (Satisfactory or Unsatisfactory grade)

You must achieve a pass standard (min 25/50) in the quizzes and a satisfactory in the reflective statement to be eligible to pass this unit.

Assessment Due Date

Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

QUIZZES are due weekly from Week 8 with Reflection due in Review week. See Moodle site for Quiz information.

Return Date to Students

Weighting

50%

Assessment Criteria

1. Apply personal competence in literacy and numeracy to model effective reading, writing, spelling, oral language and numerate thinking for junior secondary students
2. Engage in professional learning to improve personal practice and student learning.

Referencing Style

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

Submission

Online

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