EDSE11024 *Teaching Youth*
Term 1 - 2020

Profile information current as at 14/05/2024 08:34 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. Understanding youth is the focus of this unit. This understanding is developed through an opportunity to examine a number of complex issues pertaining to being an adolescent in Australian society. These examinations include an analysis of the role secondary school teachers have on developing effective skills to increase student engagement and achievement in all discipline area. In this unit you will also conduct an examination of your own literacy and numeracy skills and your responsibility to develop your personal skills to improve the outcomes of your future students and professional standing.

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 - 2020

- Bundaberg
- Mackay
- Noosa
- Online
- 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 feedback

Feedback
More careful editing of Moodle content and Assessment task 2.

Recommendation
Consultation with experts on quiz layout, questioning techniques and editing.

Feedback from Unit Coordinator observation of student feedback

Feedback
Students have expectations of the Zoom and unit content that are not aligned with purpose of content and processes taught.

Recommendation
There needs to be a more comprehensive discussion with students about the purpose of the Zoom teaching space and assessment tasks.

Unit Learning Outcomes

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

1. Discuss the physical, social and intellectual development of youth
2. Challenge contemporary thinking about teaching youth
3. Evaluate personal ethical dilemmas faced by teachers 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.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
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: 4th (2017)
Authors: Connell, Welch, Vickers, Foley, Bagnall, Hayes, Proctor, Sriprakash and Campbell
Oxford University
South Melbourne , Victoria , Australia
ISBN: 9780190309763
Binding: Paperback

Additional Textbook Information
Both paper and eBook copies can be purchased from 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 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Miriam Ham Unit Coordinator
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Schedule

Week 1 - Who are they? - 09 Mar 2020

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 to Assignment 1. Begin preliminary research.

Week 2 - Where are they going? - 16 Mar 2020

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. Email your tutor your defined topic for approval.

Week 3 - Cultural identity and gender - 23 Mar 2020

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 - 30 Mar 2020

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 5	Editing of first draft

Week 5 - Indigenous education - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous students' experience in secondary schooling.	Chapter 7	Editing of final draft of Assignment 1. Complete referencing.

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assignment due Tuesday 14th
		Researching Youth - Research paper Due: Vacation Week Tuesday (14 Apr 2020) 11:45 pm AEST

Week 6 - Who we are. - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examine the way communication occurs and how our style of communication impacts our relationships.	Chapter 12	No assessment this week.

Week 7 - What we do. - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examination of communication skills with stakeholders.		Assignment 1 returned - begin critical reflection on personal communication and Literacy skills based on feedback. Quiz 1 Open Monday 27th to be completed before Sunday 3rd May 11:59pm.

Week 8 - What we say and how we say it. - 04 May 2020

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.		Quiz 2 Open Monday 4th May to be completed before Sunday 10th May 11:59pm. Examine strengths and challenges in personal communication and add to reflective statement

Week 9 - Personal literacy skills - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Examination of personal literacy skills		Quiz 3 Open Monday 11th May to be completed by Sunday 17th May 11:59pm. Examine strengths and challenges in personal literacy and add to reflective statement

Week 10 - Personal numeracy skills - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic

Examination of personal numeracy skills		Quiz 4 Open Monday 18th May to be completed before Sunday 24th May 11:59pm. Examine strengths and challenges in personal numeracy skills and add to reflective statement

Week 11 - The impact of teachers' communication, literacy and numeracy skills on students - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Identify the impact of teachers' skill on students		Quiz 5 Open Monday 25th May to be completed before Sunday 31st May 11:59pm. Compete section of reflective statement that outlines the impact of teacher's skills on students

Week 12 - Role models of learning - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
How can I improve my skill? Review of teachers' as learners through research	Chapter 14	Reflective Statement due Friday 5th June, 11:59pm. **Personal competence online tests and critical reflection** Due: Week 12 Friday (5 June 2020) 11:45 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

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 your chosen topic
- identifies how and why the issue impacts adolescents
- discusses the implications for secondary school teachers' classroom practice
- and makes recommendations for classroom practice and/or a whole school approach.

Step 1
Choose an issue or concern specific to students in the junior secondary phase of their education.
Examples may include, but are not limited to:
· Mental Health
· Risk taking behaviour e.g. Alcohol, drugs or crime
· Equity and discrimination
· Rural isolation
· Access to technology
· Youth (sub)culture/s
· Body image, self-identity, sexuality
· Disengagement from learning or school
You will notice that many of these topics overlap with the unit topics from the first four weeks of the term. Please feel free to use the resouces you are provided with, however you will also need to conduct your own research.
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 aspect within 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 by sending them an email.

There will be more information on the research process provided through the 'Links to Assessment' on the Moodle site.

Step 3

Write your paper. Make sure that you cover each of the following sections in your paper. You may use headings to assist you in structuring your paper.

The first section should ***provide an explanation*** and define your chosen topic.

The second section should make up the bulk of your paper as you ***discuss the issue and explain how*** this topic impacts them as adolescents as stated in the research.

You should make connections between the impact of the issue on the adolescents' to ***the implications*** on their levels of engagement in school and learning outcomes.

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.

Support all of your work 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 that some of the sources you use will be from beyond the set readings for this course.

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

Length: 2000 words

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Vacation Week Tuesday (14 Apr 2020) 11:45 pm AEST
Submit in a single Word file that has a title page, the body of the text and references

Return Date to Students
Week 8 Tuesday (5 May 2020)

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)

Submission
Online

Learning Outcomes Assessed

- Discuss the physical, social and intellectual development of youth
- Challenge contemporary thinking about teaching youth
- Evaluate personal ethical dilemmas faced by teachers 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 communication, literacy and numeracy appropriate for teaching junior secondary level students.
This task comprises two parts:

1. **Five on-line quizzes** that are completed each week from week 7 to week 11. The purpose of the quizzes is to show your personal competence in communication, 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 5th June 2019 (week 12) outlining your strengths and professional challenges relating to personal communication style, literacy and numeracy competency including a plan for how you aim to improve your skills 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 assessment.

Assessment Due Date
Week 12 Friday (5 June 2020) 11:45 pm AEST
QUIZZES are due weekly from week 7 to week 11 with the REFLECTIVE STATEMENT due in week 12. See Moodle site for Quiz information.

Return Date to Students
Exam Week Friday (19 June 2020)

Weighting
50%

Minimum mark or grade
You must receive 25/50 and a satisfactory on your Reflective Statement to pass Assessment 2

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)](#)

Submission
Online

Submission Instructions
Submit Reflective Statement in a single Word document

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