

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: BUSINESS STUDIES CURRICULUM 1

Unit ID: EDBED3041

Credit Points: 15.00

Prerequisite(s): (At least 5 Business content units)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070105

Description of the Unit:

Business Studies Curriculum 1 enables pre-service teachers to develop conceptual understandings and teaching and learning strategies that are specific to the teaching of school-based subjects in Business Studies. This unit will focus on planning strategies for individual student learning, the use of contemporary theory to assist accurate data collection, analysis, and feedback and formative / summative assessment strategies for effective student learning. Business Studies Curriculum 1 investigates the specific content knowledge of VCE units in Accounting, Business Management, Economics and Legal Studies and relevant areas such as civics and citizenship education, global understanding, and the economy and enterprise skills

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge and understanding of concepts, substance and structure of the content and teaching strategies of Business Studies subjects including VCE units 1-4.
- K2.** Apply a range of resources and tools, including ICT and the use of media which can be developed and acquired to assist the effective teaching of Business Studies subjects in the middle and senior years to engage students in their learning.
- K3.** Apply frameworks for organising and sequencing units of work and lessons to maximize student progression and engagement in Business Studies subjects at both middle and senior year levels.
- K4.** Know and understand literacy and numeracy teaching strategies and their application in Business Studies.
- K5.** Analyse understandings of data collection, assessment and reporting strategies related to student progress in Business Studies subjects at both middle and senior year levels.
- K6.** Analyse key issues related to Business Studies curriculum and contemporary policy documents and the implications for practice in the middle and senior years.

Skills:

- S1.** . Develop skills and strategies to effectively plan for learning, teach explicitly and evaluate Business Studies curriculum and relevant VCE units.
- S2.** Design engaging, challenging curriculum that enhances learning and skill development and incorporates appropriate assessment methods applicable to Business Studies subjects.
- S3.** Develop the use of effective teaching and learning strategies in a Business Studies classroom.
- S4.** Gather and analyse data and make informed judgments about issues related to learning and teaching Business Studies subjects at middle and senior year levels.
- S5.** Demonstrate the ability to critically reflect on teaching practice, respond to feedback and learn in ongoing ways about the nature of effective teaching.
- S6.** Develop interpersonal and communication skills and the capacity to offer feedback to colleagues.
- S7.** Pursue interests related to teaching Business Studies subjects and model capacity for inquiry, leadership, resilience and problem-solving skills.
- S8.** Actively participate in professional conversations and debates about the teaching of Business Studies Subjects.

Application of knowledge and skills:

- A1.** Design a unit of work including a sequence of lessons for use in a Business Studies subject at either middle or senior year level, incorporating curriculum policies and appropriate assessment strategies whilst applying links between theory and practice.
- A2.** Prepare and teach a lesson to peers demonstrating various pedagogical approaches and resources and including a written evaluation based on feedback.
- A3.** Conduct research into an aspect related to the teaching of Business Studies and construct a depth study showing knowledge of contemporary research and teaching practices and the capacity to examine the implications for personal teaching practice.

Unit Content:

Topics include:

- A focus on key Business Studies subjects including, middle years commerce, and VCE units 1-4 Business Management, Legal Studies, Economics and Accounting and how these focus areas can be taught in an engaging manner
- The investigation of concepts, substance and structure of the content relevant to the Business Studies contexts and VCE study designs including: civics and citizenship education, environmental awareness, global understanding, the economy and enterprise skills
- The use of thinking routines, assessment strategies, engagement exercises, ICT strategies with a focus on building subject specific literacy and numeracy
- Planning learning experiences that enhance learning and thinking and cater for individual learning needs and styles
- Approaches to planning Business Studies curriculum aligned to policy documents such as the Victorian Curriculum and VCE study designs
- Data interpretation in both the teaching context and the reflective context of formative assessment
- Knowledge of a range of resources, including ICT, that engage students in their learning.
- Investigation into the place of information technology in the Business Studies curriculum and its importance as a learning and presentation resource
- Exploration into Business Studies curriculum decision making and teaching based on school based observations and research.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K6 S1, S4, S6, S7, S8 A2 APST 2.1, 3.5, 4.2	Construct a report on a selected issue of interest related to Business Studies in years 7-10 which involves research, school observations and a presentation to a round table conference/online forum.	Report and Round Table Conference/Online Forum	20-30%
K1, K2, K3 S1, S2, S3, S4, S5, S7 A1 APST 2.1, 2.2, 3.2, 3.3, 3.5, 4.1, 4.2	Plan, teach and evaluate a lesson related to a middle years Business Studies unit which caters for diverse learners.	Teaching Performance	20-30%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S7 A3 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1	Creative design of a unit of learning for a middle years unit related to civics and citizenship, economics or business, consisting of a sequence of lessons and related assessments, connections to subject-specific literacy and numeracy, approaches for catering for diverse learners, resources (including ICT), relevant teaching theories and supporting information and materials.	Curriculum Design	40-50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry

4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MiCS Mapping has been undertaken for this Unit

No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)