

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 Business Studies in the middle years 7-10.

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

Work Experience:

No work experience

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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Demonstrate understandings of the content and skills covered in all contexts relating to Business Studies subjects in the middle years 7-10.
- 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.
- K3.** Apply frameworks for organising and sequencing tasks and lessons including curriculum aligned learning objectives, clear descriptions of how students will show mastery, the common progression of learning and the critical curriculum needed for students to progress in Business Studies subjects at both middle and senior year levels.
- K4.** Evaluate the application of a range of strategies to assist the learning of literacy and numeracy in subjects pertaining to the Business Studies context.
- 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.** 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.** Create a series of lessons for Business Studies at either middle or senior level.
- A2.** Design and teach a peer evaluated lesson.
- A3.** Research an aspect of teaching Business Studies with attention to implication for personal practice.

Unit Content:

Topics may 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 content knowledge 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.
- 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.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving. 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities. 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, S4, S5, S6, S7, S8, A2	Plan, teach and evaluate a lesson related to a middle years Business Studies unit which caters for diverse learners; provide peer feedback.	Teaching Performance	45-55%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S7, A1, A3	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	45-55%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)