



Course Outline (Higher Education)

School:	School of Education
Course Title:	BUSINESS STUDIES CURRICULUM 2
Course ID:	EDDDE3103
Credit Points:	15.00
Prerequisite(s):	EDBED3041
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Course:

This course is designed to enable pre-service teachers to develop critical thinking skills when considering the content, assessment and teaching strategies applicable to school-based subjects in Business Studies. The course has an emphasis on planning for student engagement and learning. It will focus on analysing student data to inform future teaching decisions as well as foster discussion around appropriate and effective data collection methods. This course continues to investigate 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)

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Analyse and describe the content and skills covered in all contexts relating to Business Studies subjects including VCE units 1-4.
- K2.** Critically evaluate and apply a range of resources and tools, including ICT and the use of media which can assist the effective teaching of Business Studies subjects in the senior years.
- K3.** Understand 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.** 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 and ensure teacher reflection on the effectiveness of methods of teaching.
- 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.** Reflect critically on practice, skills and strategies to effectively plan for learning, teach explicitly and evaluate Business Studies curriculum and relevant VCE courses.
- 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 provide clear explanations.
- S7.** Pursue personal interests related to teaching Business Studies subjects and extend 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.** Plan, teach and evaluate a lesson related to a VCE Business Studies course (Accounting, Business Management, Economics or Legal Studies) which caters for diverse learners.
- A2.** Construct a case study including a critical analysis of the way Business Studies is integrated in a school setting with a focus on teaching and learning experiences, assessment approaches and use of resources and present findings to peers.
- A3.** Design a unit of learning for a VCE course consisting of a sequence of lessons and related assessments, connections to subject-specific literacy and numeracy, rationale, reflections, relevant teaching theories and supporting information and materials incorporating the guidelines prescribed by VCAA.

Course 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 analysis 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 effective use of thinking routines, assessment strategies, engagement exercises, ICT tools and a focus on literacy and numeracy strategies.
- Planning learning experiences that enhance learning and cater for individual learning needs and styles.
- Approaches to planning Business Studies curriculum aligned to policy documents such as the VCE study designs.
- Data analysis 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.
- Analysis of Business Studies curriculum decision-making and teaching based on school-based observations and research.

Values:

- V1.** Reflect critically on all elements of teaching in order to constantly improve practice.
- V2.** Engage with and respond to the variety of strategies and resources that can be examined and applied in Business Studies classrooms.
- V3.** Value the centrality of relationships to learning.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, A3	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, A1	AT1

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K5, A2	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S5, S8	AT1
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K6, S7	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3 S1, S2, S3, S4, S5, S7 A1 APST 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2	Plan, teach and evaluate a lesson related to a VCE Business Studies course (Accounting, Business Management, Economics or Legal Studies) which caters for diverse learners.	Teaching Performance	30-40%
K1, K2, K6 S1, S4, S6, S7, S8 A2 APST 2.1, 3.4, 3.5	Construct a critical analysis of the way Business Studies is integrated in a school setting with a focus on teaching and learning experiences, assessment approaches and use of resources and present findings to peers.	Case Study	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, 4.2, 5.1	Creative design of a unit of learning for a VCE course consisting of a sequence of lessons and related assessments, connections to subject-specific literacy and numeracy, approaches for catering for diverse learners, resources, relevant teaching theories and supporting	Curriculum Design	30-50%

Adopted Reference Style:

APA

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

 Fed Cite - [referencing tool](#)