

Course Outline (Higher Education)

School:	School of Education
Course Title:	BUSINESS STUDIES CURRICULUM 1
Course ID:	EDMAS6020
Credit Points:	15.00
Prerequisite(s):	Students wishing to undertake this course must have completed the required level of undergraduate study in the appropriate discipline areas as specified in Specialist Area Guidelines published by the Victorian Institute of Teaching.
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070301

Description of the Course :

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 course 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, etc.)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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:

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

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AQF Level of Program						
	5	6	7	8	9	10
Level						
Intermediate						
Advanced					✓	

Learning Outcomes:

Knowledge:

- K1.** Demonstrate understandings of the content and skills covered in all contexts relating to 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.
- 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.** 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 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.** 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.

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- 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.

Course 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.

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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PST will develop knowledge and skills related to the effective teaching of Business Studies in secondary schools.	High
Critical, creative and enquiring learners	PST will critically examine teaching practices and educational research; will think creatively about building cultures for learning; and will inquire into problems of practice.	High
Capable, flexible and work ready	PST will become capable, flexible and work ready through ongoing reflection on practical teaching experiences.	High

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Attribute	Brief Description	Focus
Responsible, ethical and engaged citizens	PST will gain knowledge and skills related to being a responsible, ethical and engaged citizen who is able to model and teach young people about citizenship, entrepreneurial skills and ethics.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K6 S1, S4, S6, S7, S8 A2 V1, V2, V3	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 V1, V2, V3	Plan, teach and evaluate a lesson related to a middle years Business Studies course which caters for diverse learners.	Teaching Performance	20 – 30%
K1, K2, K3, K4, K5, K6 S1, S2, S3, S7 A3 V1, V2, V3	Creative design of a unit of learning for a middle years course 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%

Adopted Reference Style:

APA