

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Business Studies Curriculum 2

Unit ID: EDMAS6120

Credit Points: 15.00

Prerequisite(s): (EDMAS6020)

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070301

Description of the Unit:

This unit 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 unit 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:

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 | <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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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.** 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.** Design and teach a lesson catering for diverse learners.
- A2.** Select a VCE course and design a sequence of lessons and assessment tasks.

Unit Content:

1. A focus on VCE units 1-4 Business Management, Legal Studies, Economics and Accounting and how these focus areas can be taught in an engaging manner.
2. 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.

3. The effective use of thinking routines, assessment strategies, engagement exercises, ICT tools and a focus on literacy and numeracy strategies.
4. Planning learning experiences that enhance learning and cater for individual learning needs and styles.
5. Approaches to planning Business Studies curriculum aligned to policy documents such as the VCE study designs.
6. Data analysis in both the teaching context and the reflective context of formative assessment.
7. Investigation into the place of information technology in the Business Studies curriculum and its importance as a learning and presentation resource.
8. Analysis of 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills\ • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. | Not applicable | Not applicable |
| FEDTASK 2 Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations. | 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 at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning. | Not applicable | Not applicable |
| FEDTASK 4 Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities. | Not applicable | Not applicable |
| FEDTASK 5 sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and 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, 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; actively participate in discussions around the topics relevant to Business Studies. | Teaching Performance | 40 - 50% |
| K1, K2, K3, K4, K5, K6, S1, S2, S3, S7, A2 | 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 | 50 - 60% |

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)