EDHP1001
Physical Education 1

Unit of Study Outline

Session 1, 2016

Last revised: Mon, 22 Feb 2016 08:17:59 +1100
Unit of Study Details

Credits: 6
Prerequisites: N/A
Preparation:

Teaching Staff Details

Unit of study coordinator: Ms. Nicole Hart
Room and building: 607 A35
Phone number: 9351 7719
Email: nicole.hart@sydney.edu.au

Arrangements for student consultation:
Please email Nicole to arrange a consultation time.

What is the unit about

Rationale

This unit of study is the first of four examining pedagogical practice in Physical Education. The four units move pre-service teachers along a spectrum of styles for teaching physical education, ranging from teacher-centred to more student-centred styles. This unit specifically focuses on Foundational Physical Education in preparation for the first school Secondary professional experience placement in Semester 1, and will complement the concurrent curriculum study of both the K-6 PDHPE Syllabus (NSWBOS, 2007) and the 7-10 PDHPE Syllabus (NSWBOS, 2003), undertaken in EDUH1005. A developmental PE approach (Gallahue and Ozmun, 2006) will be taken in delivering this unit which takes into account the psychomotor, cognitive and affective domains as children learn through physical activity. Fundamental and specialised (dance and gymnastics) skills will be developed and rehearsed in tutorial sessions allowing students to transfer the learning theory into practice and refine their teaching skills in a supportive environment through both peer and instructor feedback.

Please Note:
All students need to be fully aware of the expectations of literacy and numeracy of work presented for assessment. The HMHE program takes very seriously the requirement of students to produce work that is both high quality in terms of content and presentation. This refers to the production of written work that is academically at the undergraduate standard, i.e. correct use of punctuation, grammar, spelling, use of tenses, use of pronouns and referencing. All work in this unit is guided by this principle. Failure to meet minimum standards of work will result in failure of that assessment. Students should refer to the University's WriteSite if they are concerned: http://writesite.elearn.usyd.edu.au/

Australian Teaching Standards

1. Know students and how they learn
Standard 1 will be specifically addressed in the following weeks: 2-5, 7 and 10-11. Specific Focus Areas will be explored and examined at the following times: - 1.1 (Weeks 2 and 5) - 1.2 (Weeks 3-5, 7 and 10-11) - 1.3 (Week 5) - 1.5 (Week 5) - 1.6 (Week 5). Assessment
of standard 1 will occur through Task 1 (FMS Teaching Resource): 1.1 and 1.2; Task 2 (Peer Teaching): 1.1 and 1.2; Task 3 (Essay): 1.1 and 1.2; and Task 5 (Professional Experience).

2. Know the content and how to teach it
Standard 2 will be specifically addressed in the following weeks: 2-12. Specific Focus Areas will be explored and examined at the following times: - 2.1 (Weeks 2-12) - 2.2 (Week 8) - 2.3 (Week 8). Assessment of standard 2 will occur through Task 1 (FMS Teaching Resource): 2.1; Task 2 (Peer Teaching): 2.1, 2.2 and 2.3; Task 3 (Essay): 2.1; and Task 5 (Professional Experience).

3. Plan for and implement effective teaching and learning
Standard 3 will be specifically addressed in the following weeks: 5-6, 8-9 and 12. Specific Focus Areas will be explored and examined at the following times: - 3.1 (Week 5) - 3.2 (Week 8) - 3.3 (Weeks 8 and 12) - 3.4 (Weeks 8 and 12) - 3.6 (Week 9) - 3.7 (Weeks 6 and 8). Assessment of standard 3 will occur through Task 2 (Peer Teaching): 3.1, 3.2, 3.3 and 3.5; Task 3 (Essay): 3.1, 3.2, 3.3 and 3.6; and Task 5 (Professional Experience).

4. Create and maintain supportive and safe learning environments
Standard 4 will be specifically addressed in the following weeks: 5, 7-8, 10 and 12. Specific Focus Areas will be explored and examined at the following times: - 4.1 (Week 5) - 4.2 (Weeks 7-8 and 10) - 4.3 (Weeks 7-8 and 10) - 4.4 (Weeks 5, 7-8 and 12). Assessment of standard 4 will occur through Task 2 (Peer Teaching): 4.1 and 4.2; and Task 3 (Essay): 4.1

5. Assess, provide feedback and report on student learning
Assessment of standard 6 will occur through Task 3 (Essay): 6.2, 6.3 and 6.4.

6. Engage in professional learning
Assessment of standard 6 will occur through Task 3 (Essay): 6.2, 6.3 and 6.4.

7. Engage professionally with colleagues, parents/carers and the community
Standard 7 will be specifically addressed in the following weeks: 6-8 and 12. Specific Focus Areas will be explored and examined at the following times: - 7.1 (Weeks 6-7) - 7.2 (Weeks 7-8 and 12). Assessment of standard 7 will occur through Task 2 (Peer Teaching): 7.2; and Task 3 (Essay): 7.4.

**Priority Areas**

2. Classroom management
This area will be addressed at the following times: Lectures (Weeks 5-7 and 10-11) and Tutorials (Weeks 2-12). This area will be assessed through Tasks 2 (Peer Teaching), 3 (Essay) and 5 (Professional; Experience).

5. Students with special educational needs
This area will be addressed at the following times: Lectures (Weeks 5 and 7-9).

**Desired outcomes**

As a result of successfully completing this unit of study students should be able to:

1. Demonstrate knowledge and understanding of the physical, cognitive and affective (social) development of children and the impact these have on learning in Physical Education. (1.1, 1.2)

2. Examine the classification and development of motor (movement) skills and their relationship to planning for teaching movement. (1.1, 1.2, 2.1, 3.6)

3. Explore the relationship between inclusion, access and equity to identify strategies to support student participation and engagement in Physical Education. (1.3, 1.5, 1.6, 4.1)
4. Understand the relevant curriculum, legislative, administrative and organisational policies and processes required for teachers of Physical Education. (4.4, 7.1, 7.2, 7.4)

5. Plan and implement learning experiences for Physical Education using knowledge of student learning, curriculum, content and effective teaching strategies. (1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 6.2, 6.3, 6.4, 7.4)

6. Demonstrate an understanding of assessment and reporting strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning in Physical Education. (5.1, 5.5)

7. Investigate and critique various pedagogical approaches to Physical Education. (1.1, 1.2, 1.3, 1.5, 1.6, 3.3, 4.1)

8. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of Physical Education, specifically: Fundamental Movement Skills, Dance and Gymnastics. (1.1, 1.2, 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 7.4)

**Topics**

- The Student learner - growth and development considerations
- Moving and Learning through Physical Education
- Classification and development of movement skills and their relationship for teaching movement.
- Ability and Inclusion in Physical Education
- Professional and Safety considerations for Physical Education
- Establishing and maintaining a quality learning environment for Physical Education
- Planning for and Assessment of Physical Education (K-10)
- Pedagogical Approaches for teaching Physical Education (K-10)
- Behaviour management issues in teaching physical education
- Practical Applications of theoretical concepts through: Fundamental Movement Skills, Dance and Gymnastics

**Timetable and Teaching Mode**

*The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study. Further details are provided in the Little Blue Book.*

There are twelve teaching weeks in this unit of study (weeks 1-12). In total there are 36 teaching hours comprised of 12 lectures and 24 hours of practical workshops. For weeks 1-12 there will be a 1 x 1 hour lecture and a 1 x 2 hour practical workshop. The workshops will take place at a number of different venues. You will therefore need to consult the schedule. Additionally, you must complete 10 days of Professional Experience, which is scheduled at the end of semester.
## Schedule

<table>
<thead>
<tr>
<th>Week 1: 2 March</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Lecture 1: PDHPE in Education - an overview  
- the NSW Context  
- the Proposed Australian Curriculum (HPE) | Theoretical Seminar 1: Fundamental Movement Skills | Unit of Study Text: Chapter 1  

| Week 2: 9 March | Lecture 2: The Student - Growth and Development | Practical Seminar 2: Fundamental Movement Skills | Unit of Study Text: Chapter 2  

| Week 3: 16 March | Lecture 3: The Student - Moving and Learning through Physical Education (Part 1) | Seminar Workshop 3: Fundamental Movement Skills | Unit of Study Text: Chapter 3  

| Week 4: 23 March | Lecture 4: The Student - Moving and Learning through Physical Education (Part 2) | Practical Seminar 4: Fundamental Movement Skills | Unit of Study Text: Chapter 3  

| AVCC Common Week | NO CLASSES | NO CLASSES |

| Week 5: 6 April | Lecture 5: The Student - Ability and Inclusion | Practical Seminar 5: Dance 1 | Unit of Study Text: Chapter 4  

| Week 6: 13 April | Lecture 6: The Teacher - Developing a teaching | Practical Seminar 6: Dance 2 | Unit of Study Text: Chapter 5  
| Week 7: 20 April | Lecture 7: The Teacher - Establishing and maintaining a quality learning environment for HPE | Practical Seminar 7: Dance 3 | Unit of Study Text: Chapter 6  
Unit of Study Text: Chapter 7  
| Week 8: 27 April | Lecture 8: The Curriculum - Planning for Physical Education | Practical Seminar 8: Dance 4 | Unit of Study Text: Chapter 9  
Unit of Study Text: Chapter 10  
| Week 9: 4 May | Lecture 9: The Curriculum - Assessment in Physical Education | Practical Seminar 9: Gymnastics 1 | Unit of Study Text: Chapter 11  
| Week 10: 11 May | Lecture 10: Approaches to teaching Physical Education (Part | Practical Seminar 10: Gymnastics 2 | Unit of Study Text: Chapter 12  
Meldrum, K. & Peters, J. (2012). Approaches to teaching physical |
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Additional notes</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>12: 25 May</td>
<td>Lecture 12: Preparing for Professional Experience</td>
<td>Practical Seminar 12: Gymnastics 4</td>
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<tr>
<td>Weeks 14-15</td>
<td>Professional Experience - 9 day placement</td>
<td>6 June -17 June, 2016 (13 June public holiday)</td>
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</tbody>
</table>

**Assessment**

**Assessment policies**

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
- Questioning a mark
- Submitting an assignment
- Exams
- Seeking an extension
- Penalties for late submission of work
- Plagiarism and academic honesty
- Seeking special consideration
- Seeking leave of absence
- Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

[http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml](http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml)

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site ([http://](http://))
The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


Unless otherwise stated in the unit of study outline, word-limit penalties may be applied. These penalties relate to all undergraduate, graded units of study where a word limit for an assignment has been specified. Further details are provided in the Little Blue Book.

Unless otherwise advised by the course or unit of study coordinator/outline, the Faculty of Education and Social Work requires the style guide of the American Psychological Association (APA) to be used for citation and referencing purposes. The library's Complete Guide to APA 6th style is a comprehensive, self-contained document that should be consulted. Incorrect use of the required style, or the use of another style unless specifically allowed, is likely to result in diminished assessment grades. Further details are also provided in the Little Blue Book.

### Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Word count</th>
<th>Due date</th>
<th>Outcomes Australian Teaching Standards</th>
<th>ACECQA Curriculum Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a Fundamental Movement Skills Teaching Resource</td>
<td>Pass/Fail</td>
<td>1000 words equivalent</td>
<td>Week 5 - Monday 4 April</td>
<td>1, 2 and 8</td>
<td>1.1, 1.2, 2.1</td>
</tr>
<tr>
<td>Peer Teaching (2 x Paired Presentations)</td>
<td>Pass/Fail</td>
<td>2000 words equivalent</td>
<td>Weeks 7-8 and 10-12</td>
<td>1, 2, 5, 6, 7 and 8</td>
<td>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2, 7.2</td>
</tr>
<tr>
<td>A Critical Analysis of Pedagogical Approaches in Physical Education</td>
<td>Pass/Fail</td>
<td>2000 words equivalent</td>
<td>Week 16 - Monday 20 June</td>
<td>1, 2, 3, 4, 5, 7 and 8</td>
<td>1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.6, 4.1, 6.2, 6.3, 6.4, 7.4</td>
</tr>
<tr>
<td>Minimum standards of performance in fundamental movement skills, dance and gymnastics</td>
<td>Pass/Fail</td>
<td>N/A</td>
<td>Weeks 2-12</td>
<td>2.7 and 8</td>
<td>3.1-3.3.1, 6.3.1</td>
</tr>
<tr>
<td>Professional Experience - 9 days</td>
<td>Pass/Fail</td>
<td>N/A</td>
<td>17 June, 2016</td>
<td>1.2, 5 and 8</td>
<td>Standards 1-3</td>
</tr>
</tbody>
</table>

### 1. Building a Fundamental Movement Skills Teaching Resource

**Due date for completion:** Week 5 - Monday 4 April
Submission instructions:
To be uploaded to Blackboard by Monday 4 April by 9.00am.
You must also upload this task to the associated Turn It In drop box on Blackboard.

Detail:
Your Teaching resource is to be presented in TWO sections:

1. Information/Detail:
   - description and detail about all 12 fundamental movement skills
   - a journal or log of all tutorial (teaching) activities for weeks 2-4
   - any handouts distributed in class
   - all completed worksheets

2. Analysis – please use the following framework to critically analyse the role of FMS in Physical Education:
   - Identify all syllabus links (NSWBOS K-6, 2007 and NSWBOS 7-10, 2003) – outcomes, content strands, subject matter
   - What needs to be considered when teaching FMS in terms of: equipment, the teaching space/environment, organisation of students (group work), and the age/stage of the student?
   - Please construct a table to compare and contrast FMS across current Australian curricula and the proposed National Curriculum (ACARA, 2012). You will need to answer the following focus questions:
     * What is different?
     * What is the same?
     * How are they organised? and
     * Why is there variance between the state curricula?

Referencing: you must ensure that you use current APA referencing throughout your task according to Faculty Policy (please see the Little Blue Book). This includes all syllabus documents, online sources (websites) and any other text material. You must apply both in-text referencing (where relevant) and a reference list for your task.

Assessment criteria:
Organisation & conceptualization of assessment task
Subject/discipline content & knowledge
Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)
Communication & presentation (written &/or oral &/or visual)
Critical analysis and articulation of argument
Referencing

Additional notes:
You MUST pass this task in order to pass the Unit of Study Overall.
The University now requires that written assignments must be submitted electronically via Blackboard. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the
assignment may be retained on the University's database and used to make comparisons with other assignments in the future.

2. Peer Teaching (2 x Paired Presentations)

Due date for completion: Weeks 7-8 and 10-12

Submission instructions:
Presentations will be conducted in pairs during tutorials across Weeks 7-8 and 10-12. The Written component must be uploaded to Blackboard by 9.00am on the day of your allocated presentation.

You must also upload the written component of this task to the associated Turn It In drop box on Blackboard.

Detail:
You will be expected to research and teach a sports specific skill for both Dance and Gymnastics in pairs:
- Weeks 7-8 - Dance
- Weeks 10-12 - Gymnastics

Please note your pairs will change for each presentation. You will be allocated a specific skill for each sport.
You will be allocated 30-40 minutes for each presentation which must include the following:
1. All key teaching points
2. A demonstration of your skill
3. Lead ups/progressions to support your teaching (please consider modified equipment)
4. All safety considerations
5. Any rules/regulations that apply for competition.

For each paired presentation you must also submit a written handout that includes the following:
- a visual of your skill
- all teaching points
- any equipment needed
- suggestions for how your lead ups/progressions could be modified to accommodate a range of abilities in your class
- identification of all fundamental movement skills required for this sports specific skill
- Identification of all syllabus links (NSWBOS 7-10, 2003) – outcomes, content strands, subject matter
- Resources (reference material) to Support the teaching of this skill - minimum 3-4.

Please note: you must provide a handout for each of your class members and the Lecturer when you present.

Referencing: you must ensure that you use current APA referencing throughout your task according to Faculty Policy (please see the Little Blue Book). This includes all syllabus
documents, online sources (websites) and any other text material. You must apply both in-text referencing (where relevant) and a reference list for your task.

**Assessment criteria:**
Organisation & conceptualization of assessment task
Subject/discipline content & knowledge
Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)
Communication & presentation (written &/or oral &/or visual)
Interactive & group skills (include teamwork, negotiation & empathy)
Preparation for Professional experience
Referencing

**Additional notes:**
*You MUST pass this task in order to pass the Unit of Study Overall.*
The University now requires that written assignments must be submitted electronically via Blackboard. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the assignment may be retained on the University's database and used to make comparisons with other assignments in the future.

3. A Critical Analysis of Pedagogical Approaches in Physical Education

**Due date for completion:** Week 16 - Monday 20 June

**Submission instructions:**
To be uploaded to Blackboard by Monday 20 June by 11.59pm.
You must also upload this task to the associated *Turn It In* drop box on Blackboard.

**Detail:**
You are to conduct a critical analysis of Mosston and Ashworth’s (2008) *Spectrum of Teaching Styles*. Please structure your response in the following way:

1. Identify 2-3 different types of physical education subject matter from the current NSW 7-10 PDHPE Syllabus (NSWBOS, 2003) that would be suitable for each of the 11 teaching styles AND provide a rationale for your decision. Your rationale should explain your choices in terms of the following teaching style features:
   - Anatomy
   - Description
   - Content Objectives
   - Behaviour Objectives

   Please ensure that you identify the relevant stage, strands and outcomes for each type of subject matter identified.

2. Using a detailed lesson plan and observation/evaluation from your professional experience placement, you are to identify and evaluate the teaching styles implemented (must include at
least one productive style). How effective were your choices? What would you change for future practice?

You must include your 2 artefacts i.e. lesson plan and completed lesson observation. Your lesson plan must be explicitly coded to show how you planned for and demonstrated the different styles of teaching.

Assessment criteria:
Organisation & conceptualization of assessment task
Subject/discipline content & knowledge
Clarity of expression (including accuracy, spelling, grammar, punctuation, use of language, expression of ideas)
Communication & presentation (written &/or oral &/or visual)
Critical analysis and articulation of argument
Critical appraisal of the literature
Synthesis of theory, research and practice
Referencing

Additional notes:
You MUST pass this task in order to pass the Unit of Study Overall.

The University now requires that written assignments must be submitted electronically via Blackboard. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the assignment may be retained on the University's database and used to make comparisons with other assignments in the future.

4. Minimum standards of performance in fundamental movement skills, dance and gymnastics

Due date for completion: Weeks 2-12
Submission instructions:
Must be performed in practical workshops before the end of the semester.

Detail:
Students will be required to demonstrate mastery of a range of games and sports, gymnastics and dance skills. If students are not demonstrating mastery in practical workshops, they will be informed by the unit of study coordinator and will be provided with a timeframe to practice the skill and perform the skill.

Assessment criteria:
The purpose of the performance component is to provide opportunities for pre-service teachers to:
• broaden their experience, understanding and appreciation of a range of games and sports, dance and gymnastics skills
• progressively develop effective performance skills, to improve teaching capabilities in a physical education context
• develop an understanding of and an appreciation for the role of physical education within both primary and secondary schools

Additional notes:

You MUST pass this task in order to pass the Unit of Study Overall.

You will be provided with access to sporting equipment and facilities. Each week there will also be a time set aside for you to rehearse these skills.

5. Professional Experience - 9 days

Due date for completion: 17 June, 2016
Submission instructions:
Friday 17 June, 2016

Detail:
Please refer to Professional Experience Handbook

Assessment criteria:
Please refer to Professional Experience Handbook

N.B: The Professional Experience component must be successfully completed for an overall pass for this unit.

Additional notes:

You MUST pass your Professional Experience placement in order to pass the Unit of Study Overall.

Grading criteria

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>HD</th>
<th>Dist</th>
<th>Cr</th>
<th>Pass</th>
<th>FAIL</th>
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</thead>
<tbody>
<tr>
<td>Organisation &amp; conceptualization</td>
<td>Consistently strong and ongoing demonstration of very good organizational and conceptual skills. The work is well conceived, coherent, logical and lucid as well as professionally prepared.</td>
<td>Strong organizational &amp; conceptual skills and evidence that the task is logical and coherent and professionally prepared.</td>
<td>Demonstrates task organization and conceptual understanding in a style which is mostly logical, coherent and flowing.</td>
<td>Attempts are made to demonstrate a logical &amp; coherent understanding of the assessment task but some aspects may be confused or undeveloped.</td>
<td>Satisfactory organisation of the assessment task is not apparent or the work lacks logic and coherence.</td>
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<td>of assessment task</td>
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<td>Subject/discipline content &amp;</td>
<td>Thorough and comprehensive understanding of the content and/or discipline gathered from a wide range of current &amp; relevant sources beyond the core materials.</td>
<td>Considers topics and issues in the broader disciplinary context. Evidence of having read current and relevant sources beyond the core materials.</td>
<td>Clear understanding of topic. Demonstrates understanding of materials presented in core texts and readings.</td>
<td>Adequate understanding of topic. Demonstrates evidence of having read material presented in core texts and readings.</td>
<td>Limited understanding of topic with serious gaps or errors. Demonstrates little evidence of having read materials presented in core texts &amp; readings.</td>
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<tr>
<td>knowledge</td>
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<td>Clarity of expression (including</td>
<td>Fluent and succinct communication style appropriate to the assessment task. Grammar, spelling, use of language and punctuation.</td>
<td>Communication is mainly clear, fluent and appropriate to document. Grammar, spelling, use of language and punctuation is.</td>
<td>Communication is appropriate to the assessment task and is mostly fluent and clear. Grammar, spelling, use of language and punctuation is.</td>
<td>Meaning apparent but not always fluently or clearly communicated. Grammar, spelling, language and/or punctuation may display minor errors.</td>
<td>Meaning unclear and/or grammar and/or language and/or spelling and/or punctuation contain frequent errors or is inappropriate. Does</td>
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<tr>
<td>accuracy, spelling, grammar,</td>
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<tr>
<td>use of language, expression of ideas</td>
<td>is appropriate and accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>punctuation mostly accurate. Reflects Faculty’s style guide (refer ‘little blue book’)</td>
<td>Some evidence of applying faculty’s style guide</td>
<td>not reflect Faculty’s style guide.</td>
</tr>
<tr>
<td>Communication &amp; presentation (written &amp;/or oral)</td>
<td>Communicates effectively using a variety of relevant, imaginative, fluent and professional presentation styles and communication methods. Evidence of deep reflection on the presentation. Respectful of diverse backgrounds &amp; experiences</td>
<td>Uses a variety of discipline-appropriate formats to communicate confidently &amp; effectively. Evidence of reflection on the presentation. Demonstrates sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communicates competently in a variety of formats appropriate to the discipline and report procedures in a structured manner using relevant information. Evidence of sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communicates competently in a variety of formats appropriate to the discipline and report procedures in a structured manner using relevant information. Evidence of sensitivity to diverse backgrounds &amp; experiences</td>
<td>Communication is unstructured and unfocused and/or in a format inappropriate to the discipline. Not all material is relevant and/or is difficult to understand. May be evidence of insensitivity to diverse backgrounds &amp; experiences</td>
</tr>
<tr>
<td>Critical analysis and articulation of argument</td>
<td>Considered use of evidence and consistently demonstrates application of critical analysis. Justifies relevant conclusions and their implications</td>
<td>Credible argument making relevant use of evidence, analysis and understanding. Able to apply concepts and draw and justify conclusions</td>
<td>Demonstrates some evidence of analytical and evaluative skills. Able to apply fundamental concepts and draw and justify conclusions</td>
<td>Demonstrates some evidence of analytical and evaluative skills but development of arguments is limited</td>
<td>Little or no evidence of analytical and evaluative skills. Fails to draw on fundamental concepts and to justify conclusions</td>
</tr>
<tr>
<td>Critical appraisal of the literature</td>
<td>Scholarly critique of the literature using a variety of relevant sources to develop own ideas.</td>
<td>Substantial critical appraisal of the relevant literature to develop own ideas.</td>
<td>Evidence of critical appraisal of literature, with a recognition of different perspectives</td>
<td>Literature is presented uncritically and in a purely descriptive way.</td>
<td>No critical engagement with the literature. No evidence of literature being consulted. Literature irrelevant to the assignment set</td>
</tr>
<tr>
<td>Referencing</td>
<td>Uses recommended referencing style consistently and accurately in text of work and reference list. Effective use of relevant quotations</td>
<td>Uses recommended referencing style consistently and accurately in text of work and reference list. Effective use of relevant quotations</td>
<td>Uses recommended referencing style with minimal errors. Effective use of relevant quotations</td>
<td>Referencing is mainly accurate. Ineffective use of quotations</td>
<td>Many errors or no use of conventions in referencing. Fails to meet University’s academic honesty policy.</td>
</tr>
<tr>
<td>Synthesis of theory, research and practice</td>
<td>Insightful critique or consideration of relationship between theory, research and practice. Personal / professional implications for practice considered</td>
<td>Critical or evaluative discussion/thinking about links between theory, research and practice</td>
<td>Beginning to develop critical reflection and analysis of practice through theory and research. Relevant concepts etc applied in a generally appropriate and thoughtful way</td>
<td>Links between theory, research and practice are partially considered or treated superficially</td>
<td>Very little or no consideration of the relationships between theory, research and practice.</td>
</tr>
<tr>
<td>Interactive &amp; group skills (include teamwork, negotiation &amp; empathy)</td>
<td>Interacts effectively within a learning or professional group. Recognises or supports or is proactive in leadership. Negotiates and handles conflict appropriately.</td>
<td>Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.</td>
<td>Interacts effectively within a learning group. Offers and/or supports initiatives. Recognises and assesses alternative options</td>
<td>Makes efforts to develop interactive skills. Meets obligations to others (tutors and/or peers)</td>
<td>Has problems working with others/ avoids work with others. Does not contribute or contributes inappropriately in groups.</td>
</tr>
<tr>
<td>Preparation for Professional experience</td>
<td>Displays an excellent understanding of subject/discipline specific content and practices required in professional settings. Exhibits an array of professional and personal skills in line with established professional standards (e.g. NSW IT)</td>
<td>Displays a good understanding of subject/discipline specific content and practices required in professional settings. Usually exhibits professional and personal skills in line with established professional standards (e.g. NSW IT)</td>
<td>Displays an understanding of most of the subject/discipline specific content and practices required in professional settings. Shows an awareness of professional and personal skills required by professional bodies (e.g. NSW IT)</td>
<td>Displays some understanding of the subject/discipline specific content and practices required in professional settings. Shows an awareness of professional and personal skills required by professional bodies (e.g. NSW IT)</td>
<td>Does not meet the required level of subject/discipline specific knowledge of content or practices required in professional settings. Not eligible to undertake professional experience without remediation of this deficiency</td>
</tr>
</tbody>
</table>
Student evaluation

We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.

Other notes on this unit of study

Practical Tutorial/Seminar Policy:
Students must attend and participate in all practical workshops. Inability to comply with this subject requirement will result in a fail grade. If injury or illness will prevent you from actively participating in this unit of study, this needs to be brought to the attention of the Unit of Study Coordinator prior to the commencement of the unit. Students must also be aware that the Faculty of Education and Social Work dress policy operates in regard to units involving practical workshops. Appropriate clothing and footwear is essential for various reasons including your health and safety. Sunscreen should also be applied before participating in outdoor physical activity.

References and readings

Course Text
Lecture content and weekly readings will be taken from the following text which will be available from the university book store:

Syllabus documents: Essential

General References


