



1. General Course Information

1.1 Course Details

Course Code:	1202QBT
Course Name:	Developing Professional Identity & Practice
Trimester:	Trimester 2, 2024
Program:	Diploma of Educational Studies
Credit Points:	10CP
Course Coordinator:	Nicolette Hunziker
Document modified:	27/06/2024

Course Description

Developing Professional Identity and Practice is a 10 Credit Point course within the Diploma of Educational Studies at Griffith College. Diploma Programs are designed to provide students with a pathway to further university studies in related degrees or direct employment. The course offers students a broad introduction to personal motivation for entering the teaching profession alongside evolving notions of learning and teaching such as how and where learning takes place (inside the classroom and beyond the classroom) and sociocultural drivers of such notions in a changing world.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Nicolette Hunziker	nicolette.hunziker@griffithcollege.edu.au
Christine Eckert	Christine.eckert@griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

Developing Professional Identity and Practice enables students to develop a foundational understanding of personal motivation for entering the teaching profession including intrinsic, extrinsic, and altruistic factors. Evolving notions of learning and teaching such as how and where learning takes place (inside the classroom and beyond the classroom) will be viewed alongside sociocultural drivers that contribute to a changing world. It also enhances learning skills by developing awareness of the relationship between culture and educational style. Students will learn techniques to produce research-based academic work, reading the literature critically and applying knowledge to 'real world' contexts. Students will be able to articulate personal teaching statements to comprehend their motivation and suitability for the teaching profession.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify motivating factors, attributes, essential skills, and abilities integral to teacher identity and resilience in a changing world.
2. Analyse contemporary theories of learning and teaching to deepen understandings about the nature of the 21st century learner and diverse learning environments.
3. Apply reflective practices to experiential learning activities (knowledge, practice, and engagement) by identifying strengths and areas for further development.





2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities Policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		√
	Communication		√
	Respect for Culture and Diversity		√
Readiness for the Workplace	Problem Solving		
	Planning and Organisation		√
	Creativity and Future Thinking		√

3. Learning Resources

3.1 Required Learning Resources

Weekly required readings, recommended readings and tutorial readings are available on the Course site.

3.2 Recommended Learning Resources

Weekly required readings, recommended readings and tutorial readings are available on the Course site.

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- [Academic Integrity](#) - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on numbers and internet access and computer lab rules.



3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. Attendance will be recorded by your teacher in each learning experience to ensure you are meeting the requirements of the program you are studying and/or your visa conditions. You are expected to engage with the learning content and learning activities outside of timetabled class times. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you on the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly course Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:





Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
					
Module 1: Developing Professional Identity					
1	Teaching as a profession of choice: Intrinsic, extrinsic, and altruistic factors.	Attributes and motivations common to effective and influential teachers. Unpack EoL Task 1.	Write a brief personal statement on 'why' you want to be a teacher.		1,2
2	Putting the pieces together - intrinsic, extrinsic, and altruistic factors.	Motivation and suitability to teach	Complete assigned readings; start working on EoL Task 1.		1,2
3	Role of learning and teaching in 21 st century.	Contemporary viewpoints: Sociocultural perspectives on teacher-learner interactions.	Continue working on EoL Task 1.		1,2
4	Learning and teaching, and the future.	Sociocultural factors influencing learning processes and developments	Final checks on EoL Task 1. Check in with student advisors.		1,2
Module 2: Being a Teacher					
5	Synthesising learning: Teacher Statements	Teacher Statements articulating motivation and suitability to teach, and involvement in learning and / or leadership conceptions and experiences Unpack EoL Task 2	Create a plan for EoL Task 2. Start by writing 200 words this week. Reflect on the content and on your own personal motivations.	Poster Presentation: The Teacher in Me (Due in class Week 5)	1,2
6	Strengths and Weaknesses: Critical self-reflection	Reflecting on personal strengths and weakness and identifying ways in which they can be improved upon to contribute to professional practice.	Write the next 300 words for EoL Task 2. Focus on personal strengths and weaknesses and how they contribute to you teaching effectively.		1,2
7	Building Resilience	Importance of being resilient as a teacher.	Check in with a student advisor. Get feedback on your work so far and complete EoL Task 2.		1,2

Module 3: Developing Professional Practice					
8	Learning inside the box: Engagement in the classroom.	Exploring contemporary perspectives about traditional learning spaces (classrooms) and mindsets.	Create a floor plan for your 'ideal classroom' to maximise classroom engagement.		1,2,3
9	Learning outside the box	Learning beyond the classroom as a social, cultural and interpersonal process	Start working on EoL Task 3.	Teacher Statement: Being a Teacher (Due Monday 5pm Week 9)	1,2,3
10	Learning outside the box	Learning opportunities beyond the classroom: planning authentic learning	Plan an 'authentic learning task' that you would like your students to engage in. Continue working on EoL Task 3.		1,2,3
11	Learning outside the box	Learning opportunities beyond the classroom: planning authentic learning	Continue working on EoL Task 3.		1,2,3
12	Learning outside the box: Improving learning inside the classroom by enhancing learning outside the classroom	Deliver Team Design citing a real-world context		Team Design: Learning Outside the Box (Presented in-class week 12)	1,2,3



5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning Outcome	Due Date
				
Module 1: Developing Professional Identity				
1	Poster Presentation: The Teacher in Me	30%	1,2	Due Monday 9am Week 5
Module 2: Being a Teacher				
2	Teacher Statements: Being a Teacher	30%	1,2,	Due Monday 5pm Week 9
Module 3: Developing Professional Practice				
3	Team Design: Learning Outside the Box	40%	1,2, 3	Due in the LE session in Week 12

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, Baidu, Weibo and WeTalk are not permitted to be used.

1. Evidence of Learning Task 1: Poster Presentation: The Teacher in Me (30%)

Task Type: Poster Presentation

Due Date: Week 5 Day / 29 July 2024/ 9am

Weight: 30%, Marked out of: 30

Length: (Poster and 500 word written statement)

Task Description: You are required to complete the Poster in class time and at home. You are required to consult with your teacher and discuss your work on an ongoing basis. The 'presentation' of the poster will be conducted during the learning experience hour for your peers and your teacher. A gallery display will be made of the posters and interaction with your peers will occur as each poster is viewed. The manner in which this will be conducted will depend upon an on campus or online mode occurring at the time. The Poster Presentation will assess your ability to succinctly and creatively identify your motivations and suitability for wanting to be a teacher and will refer to the literature where needed. A one page written supporting explanation with a clear image/photograph of your poster is required to be submitted as is the provision of a Reference List.

Criteria and Marking: See relevant assessment task sheet on the course site for unpacking of task and criteria:

1. Select and communicate content appropriate and relevant for the topic
2. Examine and connect relevant influences for the topic
3. Design and appearance of the poster

Submission: As directed in class. Paper posters. Turnitin submission via the course site.

2. Evidence of Learning Task 2: Teacher Statements: Being a Teacher (30%)

Task Type: Written Assignment

Due Date: Week 9 Monday / 2nd Sept 2024/ 5pm

Weight: 30%, Marked out of: 30

Length: (1000 words)

Task Description: Write responses to guide questions provided in relation to your aspirations of 'being a teacher.' The guide questions will allow you to explore different aspects of what it means to be a teacher: motivation to teach and learning and leadership.

A requirement for submission of the written assessment is that it must be uploaded to Turnitin via the Course Site for checking the originality of your work. Your written assessment will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your written assessment in Turnitin. You will also be able to see your mark in the student portal. If you do not submit your written assessment to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for the assessment task.

You may submit your work to Turnitin via the Course Site as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your assessment task and re-submit as needed before your final submission. Submit the final copy of your essay to Turnitin by the due date. In addition, check boxes at the point of submission in Turnitin via the Course Site will require you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Criteria and Marking: See relevant assessment task sheet on the course site for unpacking of task and criteria:

1. Select and communicate content appropriate and relevant for the topic.
2. Written communication

Submission: Turnitin via the course site

3. Evidence of Learning Task 3: Team Design: Learning Outside the Box (40%)

Task Type: Team Presentation

Due Date: IN CLASS week 12 Monday / 23rd Sept 2024/ 9am

Weight: 40%, Marked out of: 40

Length: (9 - 12 Minutes (3 mins. per student)

Task Description: Design a 'learning outside the classroom' experience as a group to be presented to your peers (or students if possible) using the scaffolded document provided. The focus of this assessment task is to create a learning experience using a real-world context. The learning experience created should use the following premise: 'improve learning inside the classroom by enhancing learning outside the classroom.' Ideas will be generated in class and groups will follow a design brief provided.

A requirement for submission of the Team Design is that it must be uploaded to Turnitin via the Course Site for checking the originality of your work. Your Team Design will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your Team Design in Turnitin. You will also be able to see your mark in the student portal. If you do not submit your Team Design to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for the assessment task.

You may submit your work to Turnitin via the Course Site as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your assessment task and re-submit as needed before your final submission. Submit the final copy of your essay to Turnitin by the due date. In addition, check boxes at the point of submission in Turnitin via the Course Site will require you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Criteria and Marking: See relevant assessment task sheet on the course site for unpacking of task and criteria:

1. Structure/organisation/sources
2. Audience engagement & Use of Audio-Visual aids/supporting material.
3. Delivery
4. Teamwork

Submission: Turnitin via the course site

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded on the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

[Academic Integrity](#) Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students at the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered one of the most serious forms of fraudulent academic behavior, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks –

The [Disability Services Policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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