

School of Education

EDST6716

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6716 Economics Method 1 (6 units of credit)
Semester 1 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Greg Duggan
Office Location: John Goodsell Room XX
Email: g.duggan@unsw.edu.au
Availability: Email to make an appointment

3. COURSE DETAILS

Course Name	Economics Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course is designed to inculcate and infuse the student with a theoretical and practical understanding of the current BOSTES Economics curriculum, pedagogy and assessment strategies. Complementing this is recognition of the need to honour the concepts of differentiation, equity, cultural diversity and the various forms of literacy within planning, organising, leading and controlling of classroom practices and activities.

The main way in which the course has changed since last time as a result of student feedback:

- 1. Clearer guidelines have been set for assessments.**
- 2. There is greater use of Moodle as an interactive tool to ensure feedback is available throughout the course on a shared platform.**

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Mid-semester break

6	Digital and Visual literacy	Micro teaching presentations
9 Apr	Topic: Labour market	
· 13	< Demand and supply of labour	
Apr	< Australian workforce	
	< Labour markets	

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 (lesson planning)	2 000 words	40%	1,2, 3, 4, 5, 6	1.2,2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.4	B, D	April 12
Assessment 2 (unit outline)	3 500 words	60%	1,2, 3, 4, 6	1.2, 1.3, 2.4,2.5,2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3	A, B, C, D, E, F	May 17
Assessment 3 . Hurdle Requirement (micro-teaching)	10 min.	S/U	3, 4, 6	1.2, 1.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 6.3		Weeks 5 - 9

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

ASSESSMENT 1

A lesson plan for a mixed ability year 11 Economics class.

Plan and design one 60-minute lesson for a mixed-ability Stage 6 Preliminary class. The

HURDLE REQUIREMENT

Assessments 1 and 3 . Lesson Planning and Microteaching

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. Assessment 1 - The detailed **lesson plan using the prescribed SED template**, including a statement of expected learning outcomes. The part of one of the lesson used for Microteaching **must** have a literacy or numeracy focus suitable for the content of Economics. You must derive lessons from **HSC Preliminary Economics topics (See Stage 6 Economics Syllabus)**.
2. A 10-minute mini-lesson, including a self-reflection based on feedback from your lecturer and from peers.

Micro teaching lesson plan: Derived from the detailed lesson plan. Students can submit to the method lecturer their proposed lesson plan from Week 3. This will be returned with comments on the suitability of the proposal. Microteaching presentations begin week 5.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade. This must be assessed as satisfactory before the student is permitted to visit the school to arrange PE1.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards

Lecturer:

Date:

Satisfactory / Unsatisfactory

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Assessment Task 1: Lesson Planning and microteaching reflection

SPECIFIC CRITERIA

| (-) —————> (+) |

Understanding of the question

- < Understanding of the task and its relationship to relevant areas of theory, research and practice.

Assessment 2 . Unit Outline

ASSESSMENT 2

A unit of work for HSC Preliminary course Stage 6 Economics

In the unit you design, you will be assessed on your ability to:

1. Choose appropriate resources for the class
2. Use the appropriate unit plan format, including:
 - **A lesson sequence** with the key concepts to be taught identified
 - **A teaching and learning sequence** which identifies key concepts, links to syllabus (students learn about, students learn to), teaching strategies and formative and summative assessment strategies for each lesson.
3. Clearly identify **links to the syllabus and syllabus outcomes** and identify which outcomes will be assessed in the unit.
4. Include **differentiation** strategies
5. Create a **summative assessment task** reflecting Blooms Taxonomy. This means choosing a hierarchical set of directive verbs (

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Assessment Task 2: Unit Outline

SPECIFIC CRITERIA	(-) —————▶ (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> ◁ Understanding of the task and its relationship to relevant areas of theory, research and practice. ◁ Clarity and accuracy in use of key terms and concepts. ◁ Demonstrates knowledge of resources that will engage and extend all students. ◁ Shows evidence of critical analysis and reflection. ◁ Clear statement of syllabus outcomes. ◁ Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. ◁ Effective use of individual and group activities to address teaching and learning goals. 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> ◁ Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. ◁ Rationale linked to outcomes in the syllabus. ◁ Reasons for the choice of teaching and learning strategies effectively explained. ◁ Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
<p>Familiarity with and relevance of professional</p>					

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written via Moodle</i>	April 26
Assessment Two	<i>Written via Moodle</i>	May 29
Assessment Three	<i>Written and oral</i>	One week after presentation

8. RESOURCES

The Flipped Classroom,

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on

[http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20\(AERA%202014\).docx](http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Formative%20assessment%20and%20contingency%20in%20the%20regulation%20of%20learning%20processes%20(AERA%202014).docx).

- < Yenawine, P. (2013), *Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines*, Harvard Educational Publishing Group, Cambridge
- < Ritchhart R et al