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6.3.1 Seek and apply constructive feedback from supervisors and teachers to improve teaching

## **6. COURSE CONTENT AND STRUCTURE**

### **Module**

## 7. RESOURCES

### ***Suggested Readings***

- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- Henderson, R. (2014) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hinkel, E. (2008).

## 8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>National Priority Area Elaborations</b>
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## **Assessment Details**

**Assessment 1 (2 0**

## **HURDLE REQUIREMENT FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given in the form of self-assessment. Feedback needs to indicate

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

Write a few lines that could be included in a mid-

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6748 KOREAN METHOD 2

Student Name:  
Assess

Student No.:

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6748 KOREAN METHOD 2

Student Name:

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method		Topic/level

<b>AITSL Standard 5</b>	<b>Comments</b>
<b>Assess, provide feedback and report on student learning</b>	

**A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)**

Has the purpose of the assessment task been described appropriately?  
 Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?  
 Does the marking rubric/style provide diagnostic information for the student?

**B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)**

Does the feedback allow the assessment to be used for formative purposes?  
 Is feedback expressed in appropriate language for the age/stage of the students?  
 Does the feedback  
 -  
 -identify

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)