



School of Education

EDST6951
Modern History Method 2

Term 2, 2019

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6951 Modern History Method 2 (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Jonathon Dallimore
Email: j.dallimore@unsw.edu.au
Availability: By email or appointment

3. COURSE DETAILS

Course Name	Modern History Method 2
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_T2.html

SUMMARY OF THE COURSE

This course aims to prepare Initial Teacher Education students in the theory and practice of teaching the *Modern History Stage 6* Syllabus and the *History Extension* and *Modern History Life Skills* syllabuses for Stage 6. There will be a focus on ICT and assessment approaches and strategies.

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STUDENT LEARNING OUTCOMES

Outcome

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|---|---|
| 1 | Identify essential elements of the NESA Modern History Syllabus documents, and strategies to support students as they transition between stages |
| 2 | Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students |
| 3 | Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in3e8.02 389.47 33 re66706 78.02 |

3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning
5.2.1	Provide feedback to students on their learning
5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A range of student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for secondary students choosing to study Modern History. The lectures and tutorials are designed to be supportive, collaborative and engaging. Students are encouraged to participate fully in the tutorial activities.

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.

Explicit

approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice and strategies.

Online learning from materials on the Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	<i>On-line assessment module</i> Introduction to the concept and principles of	

7. RESOURCES

Required Readings

Harrison, N (2008). *Teaching and Learning in Indigenous Education*, Victoria, Australia Oxford University Press.

Marsh, C. (2004). *Becoming a Teacher (3rd Edition)*, Longman: NSW, Frenchs Forest.

Essential Documents; Students must be familiar with:

NSW DET, (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW

Please note:

The appropriate NESA syllabuses (2017) are mentioned. This semester presents the challenge of working in a year when the HSC is changing. The syllabuses are available at:

Lee, P., et al, (1992) *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.

Levesque (2008) *Thinking Historically: Educating Students for the 21st Century*, University of Toronto Press

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne

Morton and Seixas, (2015) *The Big Six Historical Thinking Concepts*, Nelson.

Seixas, P (2001) *Knowing, Teaching and Learning History: National and International Perspectives*, New York University Press

Tarr, R (2016), *A History Teaching Toolbox*, Creatspace (recommended)

Taylor, T. (2005) *What is History?* Melbourne: VHTA.

Wineburg, S (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

Teaching History, Jo

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning
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Assessment Details

Assessment 1 (2 000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 Preliminary Modern History class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning k. Your scope and sequence must indicate when the task will occur and how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3 000 wd eq, 60%)

Prepare a unit of work for a Year 12 (HSC) Modern History class which covers approximately half the term (5 weeks). You need to ensure the unit demonstrates that you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include key activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

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 (eg 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 studen

this student work is in relation to those overall expectations/standards as well in relation to their previous performance

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

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

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6950 MODERN HISTORY METHOD 2

Student Name:

Student No.:

Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)

SPECIFIC CRITERIA

| (-) —————> (+) |

Understanding of the question or issue and the key concepts involved

Understands the task and its relationship to relevant areas of theory,
research and practice

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Details

Method