



School of Education

EDST6955
Chemistry Method 2

Term 2, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6955 Chemistry Method 2 (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Oriana Miano
Email:

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Chemistry Syllabus, 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 in Chemistry
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Chemistry to all key stakeholders
6	Identify the characteristics of an effective Chemistry teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2.1	Organise content into an effective learning and teaching sequence
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4	

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

4.

6. COURSE CONTENT AND STRUCTURE

7. RESOURCES

Required Readings

Each student is required to obtain from the NESA website the following documents:

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: Preliminary	2,000 words equivalent					

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 class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning

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

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

where 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 par commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESAmid

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FEEDBACK SHEET
EDST6955 CHEMISTRY METHOD 2

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Student Name:

Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved Demonstrates knowledge of selected Stage 6 course and syllabus outcomes Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 Integrates formative assessment strategies throughout the unit of work					
Depth of evidence in response to the task Demonstrates understanding of academic and cultural diversity Includes a variety of pedagogical strategies to suit content of the Stage 6 course Designs appropriate activities and outlines lessons in sufficient detail without providing full plans Provides effective feedback opportunities to inform students of their progress					
Familiarity with and relevance of professional and/or research literature used to support response Demonstrates understanding of the need to differentiate lessons to cater for diverse learners Understanding of a range of effective assessment practices					
Structure and organisation or response Demonstrates ability to plan using backward mapping to meet selected outcomes Presentation of effective and engaging learning sequence					
Presentation of response according to appropriate academic and linguistic conventions Writes using correct Standard Australian English Has proofread and edited work to avoid typos and incorrect usage.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer:

Recommended: /20 (FL PS CR DN HD)

Date:

Weighting: 60%

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
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Details		
Method	Topic/level	

AITSL Standard 5
Assess, provide feedback and report on student learning

Comments

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