



School of Education

EDST 6700
Chinese Method 1

Term 1, 2020

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6700 Chinese Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

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STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Education Standard Authority Modern Language Syllabuses and the depth of subject knowledge required to implement the syllabus	1,2,3
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1,2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1,2,3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1,2,3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1,2,3

6.3 Seek and apply constructive feedback from

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Chinese to secondary school students with an emphasis on the NSW Chinese curriculum. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4 and 5. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Chinese classroom. Emphasis will be given to the relationship between Chinese, literacy and numeracy and the role and value of Chinese in the curriculum and the community.

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 the secondary students they will later teach.

5. TEACHING STRATEGIES

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

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.

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.

Online learning from readings on Moodle.

Online discussions via Moodle.

Peer teaching in a simulated classroom setting.

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

7. RESOURCES

The Flipped Classroom,

8. ASSESSMENT

Assessment 2 (3,500 words, weighting 60%)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you

provide a brief outline of the school and class context
state precisely what you want the students to learn and why it is important
justify your choice of topic/text to suit the needs and abilities of this class
justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
demonstrate how differentiation will support a diverse range of learners
state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline, for each lesson

one full activity for formative assessment (not an essay)
one ICT-based activity (not watching a video or PowerPoint presentation)
one group-work task with a focus on literacy/numeracy (not a mind-map)
one incursion/excursion/performance/product activity
outlines only for the other teaching materials required.

HURDLE REQUIREMENTS

ASSESSMENT 3 - 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. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
- 2.

