



School of Education

EDST 6718
Korean Method 1

Term 1, 2020

Contents

6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2,3
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NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 6, 7	1
B. Classroom Management	1, 5	1,3
C. Information and Communication Technologies	2, 3, 5, 6, 7, 8, 12, 13	1,2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 4, 5, 7	2
F. Teaching Students from Non-English-Speaking Backgrounds	2, 3, 4, 5, 7, 8, 10	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Korean to secondary school students with an emphasis on the NSW Korean 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 Korean classroom. Emphasis will be given to the relationship between Korean, literacy and numeracy and the role and value of Korean 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

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
	<i>Professional Knowledge - APST 1</i>	
1	Course outline and Assessments NESA and ACARA NSW Curriculum Requirements K- 10 curriculum framework Why learn a language; the rationale	

Module	Lecture Topic	Tutorial Topic
6	Professional Practice – APST 3 Resources - ICT - Realia - Commercial textbooks - Media - Student work	(Assessment 3 - Microteaching Part 1) Evaluation of a Course Book Resources to Support the Learning Effective integration of ICT in language learning
	C2 - 3, C 5 - 8, C12, F5	
7	Professional Knowledge APST 2 Learning across the curriculum - cross curriculum priorities - general capabilities - other learning Understanding NESA mandated guidelines to create - a scope and sequence - a units of work	(Assessment 3 - Microteaching Part 2) Writing a unit of work
	A1, 6, 7, D5, 8 - 12, 16, 18 – 19, E7	
8	Professional Knowledge – APST 1 Know students and how students learn Blooms taxonomy is a language classroom Differentiation Understanding Gen Z	(Assessment 3 - Microteaching Part 3) Differentiation in Korean
	D15, E1	
9	Professional Practice – APST 4 Creating and Maintaining Safe and Challenging Learning Environments in Languages	Classroom management Classroom teaching and learning ideas # 5
	B1,4,5	
10	Professional Engagement – APST 7 Engage professionally with colleagues, parents/carers and the community to promote language learning	ASSESSMENT TASK 2: UoW DUE Online course evaluation Parent teacher interviews Written communications Classroom teaching and learning ideas # 6
	E4, 5, F8, 10	

7. RESOURCES

The Flipped Classroom, <http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>
Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

Readings

8. ASSESSMENT

Assessment Task	Length	Weight
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Assessment Details

Assessment 1 (2,000-word eq, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class.

The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include

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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

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