School of Education

EDST6731
Drama Method 2

Term 2 2020

LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6731 Drama Method 2 (6 units of credit)
Term 2 2020

STAFF CONTACT DETAILS

Course Coordinator (s): Tiffany Crittle
Email:

| 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

COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
	Theatrical Traditions and Performance Styles	
5		

ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class. The Scope and Sequence should be for a unit on The Elements of Production in Performance and should use A Midsummer Nights Dream as its core text.

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

how the feedback form 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 <u>one</u> aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

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
-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.
https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

    1.   A collection of five or six authTv6 Tm0 g4(s.)]va?0 0 Gcgeso iprefrtbl6(y uto)nsessent taskt

2. Write a few lines that could be included in a mid-year report comment to parents. Provide

   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. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher

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
EDST6731 DRAMA METHOD 2

Student Name:

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: **Date:**

Recommended: /20   (FL PS CR DN HD)   **Weighting: 60%**

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

Australian Professional Standards for Teachers 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) 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 areas where the student needs to do more work?
    -indicate strategies to help the student improve?	

C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1) Is the difference between ranking and moderation understood? Does the student recognise the importance of following marking guides/rubrics? Can the student listen professionally to the opinions of others? Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?	

D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)
 	
mance data?
Is the student able to interpret that data accurately to make generalizations about the
    specific work samples they have collected?
Is the student able to triangulate different forms of student assessment data so that they
    can propose appropriate modifications to learning and teaching?	

E.