

School of Education

EDST6746
Economics Method 2

Term 2 2020

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website,

STUDENT LEARNING OUTCOMES

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

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- 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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the content knowledge of the stage 6 Economics course is fundamental to succeeding

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	<p>On-line assessment module</p> <p>Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p> <p>Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.</p>	<p>Critically describe the role of assessment in ensuring effective learning and teaching</p> <p>evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching</p> <p>apply assessment knowledge and skills in developing effective learning, teaching and assessment plans.</p> <p>Content of this module will be assessed during the Hurdle Requirement in Week 7</p>

	Relating to microeconomic reform Labour market policies On-line course evaluation	Reporting to parents and other key stakeholders. Goals for PE2
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7. RESOURCES

Required Readings

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

All students must have a copy of the Economics syllabus:

NESA *Stage 6 Syllabus, Economics, Preliminary and HSC Courses*

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

The teaching standards detailed on the Australian Institute for Teaching and School Leadership website: <https://www.aitsl.edu.au/teach/standards>

Preliminary and HSC Texts

Australia and the Global Economy text and workbook Tim Dixon and John O'Mahony
Year 12 Economics text and workbook Tim Riley

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	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11, 19 E.7 F.9	Tuesday 4 th August by 5pm
Assessment 2 Unit of work for Year 12	3,000 words equivalent	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5. 8 C.4, 5, 8, 12 D.4, 8, 10, 11, 12, 15 E.2 F.5, 7, 9	Monday 31 st August by 5pm
Hurdle requirement Assessment, Feedback and Reporting	In class	Hurdle requirement	5, 6	5.1.1, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 7.1.1	D.9, 13, 14, 16 E.6	In class task in final tutorial

Submission of assessments

Students are required to follow the guidelines to

Assessment Details

Assessment Task 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 12 HSC class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the term's work. 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.

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Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understands the task and its relationship to relevant areas of theory, research and practice Uses syllabus documents and terminology clearly and accurately Sequences tasks and activities to suit logical learning progression Integrates assessment task logically with learning intentions and learning sequence Provides effective formative feedback for student sample 					
<p>Depth of analysis in response to the task</p> <ul style="list-style-type: none"> Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p>					

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Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>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</p>					
<p>Depth of evidence in response to the task</p> <p>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</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Demonstrates understanding of the need to differentiate lessons to cater for diverse learners Understanding of a range of effective assessment practices</p>					

Structure and organisation or response

Demonstrates ability to plan using backward mapping to meet selected outcomes
 Presentation of effective and engaging learning sequence

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

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