School of Education

Contents

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

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6752 Society and Culture Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Kate Thompson
Email: kate.thompson@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
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	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
F. Teaching Students from Non-English-Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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

Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

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.

Opportunity for online discussions an extension

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
1 (24 hours eq. lecture/ tutorial time)		

6 20th August	**Conformity and Nonconformity** Unpacking the syllabus Finding the right focus study	Teaching and learning Contemporary examples Social experiments Models for differentiation **Goals for PE2** *Moodle preparation for next session: Propose a range of PIP topics and justify appropriate methods and sources. Compile a list of strategies that can help students achieve a high band for their PIP. How can teachers 'value-add'?*

The Personal Interest Project (PIP)

HSC course requirements

7

27th August

7. RESOURCES

Required Readings

Stage 6 Syllabus documents
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture including:
Syllabus
Personal Interset project advice
Marking guidelines . Personal Interest Project
HSC perfmacne and submitted works . Advice to schools regarding content
Performacne band descriptors
Standards materials

Leaver, M et al. (2015) Society & Culture: Preliminary and HSC. *2e.* Nelson Cengage Learning

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https://sca.nsw.edu.au/

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: HSC	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	Friday 7th 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 31st August by 5pm

Hurdle requirement
Assessment, Feedback and

Assessment Details

Assessment 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 ǰ c^} c̄} • Áḭ¦ Áò@·Áè^¦{ ǫ Á̧ [¦\ ḄÁ
Your scope and sequence must indicate when the task will occur and 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%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

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 geno alted

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

Student Name: Student No.:

Assessment Task 1: Scope and Sequence with Assessment Task for one term

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved					
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					

Depth of analysis in response to the task

Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary

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 h qtrJETQ EMC /P AMCID 19>BDC q45.9 470.74 382.14 98.16 reW

STUDENT TEACHER

Name:	zID:	Date:

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) 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)