



School of Education

EDST 6718  
Korean Method 1

Term 1 2021

## Contents

<b>1. LOCATION .....</b>	<b>3</b>
<b>2. STAFF CONTACT DETAILS .....</b>	<b>3</b>
<b>3. COURSE DETAILS .....</b>	<b>3</b>
STUDENT LEARNING OUTCOMES.....	4
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS.....	4
NATIONAL PRIORITY AREA ELABORATIONS.....	5
<b>4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....</b>	<b>6</b>

## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST 6718 Korean Method 1 (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin  
Email: [cathleen.jin@unsw.edu.au](mailto:cathleen.jin@unsw.edu.au)  
Availability: By appointment only

## 3. COURSE DETAILS

<b>Course Name</b>	Korean Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html#EDST6700T1">http://classutil.unsw.edu.au/EDST_T1.html#EDST6700T1</a>

## SUMMARY OF COURSE

## 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	Practise the ethical and professional values expected of teachers	1, 2, 3

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2, 3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2, 3
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and	



#### 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.

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<b>Professional Knowledge - APST 1</b> Course outline and Assessments NESA and ACARA NSW Curriculum Requirements Why learn a language; the rationale	The aim and objectives of K- 10 Korean syllabus Strategies for promoting Korean learning in your school community Korean courses, syllabuses & supporting documents Stages 4 and 5
	A6, D1, E1	
2	<b>Professional Knowledge – APST 2</b> Language syllabus K- 10 - the learners of language - diversity of learners - syllabus coding - strands - addressing ATSI APST 2.4 & 1.4 The Stage Statement	Mapping of suggested topics/themes for Stage 4 & 5 Korean Analysis of a scope and sequence/ unit of work/ lesson plan Classroom teaching and learning ideas for Korean #1
	D1 - 4, D7, F3 -4	
3	<b>Professional Practice – APST 3</b> Lesson planning - creating effective lessons Lesson objectives & success criteria Understanding your class student profile Teacher Reflection	Design a single lesson Classroom teaching and learning ideas for Korean #2
	D1, 4, 5	
4	<b>Professional Practice – APST 4</b> Classroom practice 20 observable characteristics of a language effective teacher Effective feedback in classrooms (informal and formal feedback)	Design a double lesson Classroom teaching and learning ideas for Korean #3
	B1, 5	
5	<b>Professional Practice – APST 5</b> Assessment for/as/of learning Assessment moderation Feedback and reporting	<b>ASSESSMENT TASK 1: LESSON PLAN DUE W6</b> Assessment moderation practice Examining sample reports Providing meaningful feedback on student work Classroom teaching and learning ideas for

Module	Lecture Topic	Tutorial Topic
	<b><i>Professional Practice – APST 3</i></b>	<b>(Assessment 3 - Microteaching Part 1)</b>
6	Resources <ul style="list-style-type: none"> <li>- ICT</li> <li>- Realia</li> <li>- Commercial textbooks</li> <li>- Media</li> <li>- Student work</li> </ul>	Evaluation of a Korean Stage 4/5 Course Book Resources to Support the Learning



## 7. RESOURCES

### **The Flipped Classroom**

<http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP00173/index.html>

### **Readings**

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006).

8. ASSESSMENT

<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>
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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

one full activity for formative assessment (not an essay)  
one ICT-

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 FEEDBACK SHEET  
 EDST6718 KOREAN METHOD 1

Student Name:

Student No.:

Assessment Task 1: **Lesson plan, Stage 4**

<b>SPECIFIC CRITERIA</b>	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> Demonstrates knowledge of the relevant NSW syllabus Selects appropriate topic, vocabulary, and grammar structure for the target audience Links teaching strategies to targeted syllabus outcomes					
<b>Depth of analysis and/or critique in response to the task</b> Demonstrates an understanding of Languages pedagogy in presenting and practising target vocabulary and grammar Incorporates Intercultural Language Teaching and Learning Produces engaging resources that support student learning Creates a student-focussed lesson Uses effective formative assessment strategies					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> Justifies choice of teaching and learning strategies References material, research and ideas presented in lectures, tutorials, and readings					
<b>Structure and organisation of response</b> Clearly articulates aim that can be achieved by lesson plan Applies a set of consistent success criteria Produces a coherent, logical, detailed lesson plan Uses the plenary session effectively to review the lesson					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> Communicates with clarity and confidence in both English and the target language in giving instructions and explanations					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>   					

Lecturer:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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FEEDBACK SHEET  
EDST6718 KOREAN METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Unit of work, Stage 5**

<b>SPECIFIC CRITERIA</b>	(-)  (+)
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**Understanding of the question or issue and the key concepts involved**

- Selects appropriate topic, content, and outcomes for the target audience
- Selects and uses accurate and appropriate target language
- Plans for effective learning by designing appropriate lesson sequences
- Produces resources that effectively develop communication skills
- Implements a range of high quality, engaging resources

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:

zID:

Date: