



School of Education

EDST6722  
Society and Culture Method 1

Term 1 2021

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## 1. LOCATION

Faculty of Arts

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Society and Culture Syllabus 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	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	Practice the ethical and professional values expected of teachers	1,2,3

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1,2,3
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
1.3.1	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
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1,2,3
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1,2,3
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence.	1,2,3

2.4.1



## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture topic	Tutorial	Readings & useful weblinks
1	<b>Introduction &amp; Society and Culture Framework</b> Aim and unit structure Where does it fit in HSIE? Syllabus orientation and key elements Concepts		

students could follow to improve their writing skills.

**Personal and Social Identity III:**

**Teaching and Learning Strategies:**  
This I believe - personal reflection

Transitions through the life course  
Changing rights and responsibilities  
Theories of generations



10	<p><b>Intercultural Communication II:</b></p> <ul style="list-style-type: none"> <li>Communication and social control</li> <li>Communication rights and responsibilities</li> <li>Impact of changing communication technologies</li> </ul>	<p>What does an ideal lesson look like? Share your learning intentions and success criteria</p> <p><b>Teaching and Learning Strategies:</b></p> <ul style="list-style-type: none"> <li>Using graphic organisers</li> <li>Preparing for Professional Experience</li> </ul> <p><b>Microteaching</b></p> <p><b>Moodle Extension:</b></p> <p>Develop a research proposal and utilise ONE method to investigate a part of the Intercultural Communication topic (choose from interview, questionnaire or observation). Critique the process of your research and analyse the results. Maximum 700 words</p>	
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## 7. RESOURCES

- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Germov, J., & Poole, M. (2011). *Public sociology: An introduction to Australian society* (2nd ed.). Crows Nest, NSW: Allen & Unwin
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann
- Giddens, A (2006), *Sociology*, 5<sup>th</sup> Edition, Polity Press, Cambridge.
- Goldstein, S. & Brooks, R. (2007). *Understandin*



## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
1. Lesson Plan	c. 2000 words	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F.4	Friday March 26 <sup>th</sup> , 2021 by 5pm
2. Outline of a unit of work for a stage 6 Society and Culture class	c. 3500 words	60%	1-6	1.2.1, 1.3.1, 1.4.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday April 28 <sup>th</sup> , 2021 by 5pm
3. Microteaching	10 min.	S/U	1,3-6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B. 1 D. 1, 5 F. 4	As allocated in tutorials

### **Submission of assessments**

Students are required to assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## **Assessment Details**

### **Assessment Task 1**

<b>Task:</b>	Lesson plan (c. 2000 words)
<b>Date due:</b>	<b>Friday March 26<sup>th</sup>, 2021 by 5pm</b>
<b>Weighting:</b>	40%
<b>Length/format:</b>	2000 words using lesson plan template provided
<b>Purpose:</b>	To plan and design one 60-minute lesson for a mixed-ability Stage 6 Year 11 Society and Culture class
<b>Learning outcomes assessed</b>	1,3-6
<b>How to submit:</b>	Electronic submission via Moodle, using Turnitin
<b>Return of assignment:</b>	2 weeks from submission date
<b>Assessment criteria</b>	You will be marked on your ability to: <ul style="list-style-type: none"><li>choose an appropriate topic for the year group</li><li>support your rationale using references indicating your professional reading</li><li>choose appropriate outcomes and lesson content</li><li>demonstrate knowledge of effective teaching and learning strategies</li><li>use appropriate format and provide sufficient detail for an effective lesson plan</li><li>include an aspect of literacy/numeracy which integrates with the lesson focus</li><li>provide in full one activity (which may be ICT-based)</li><li>express yourself in clear, standard Australian English.</li></ul>

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## Assessment Task 2

<b>Task:</b>	Outline of a unit of work
<b>Date due:</b>	<b>Wednesday April 28<sup>th</sup>, 2021 by 5pm</b>
<b>Weighting:</b>	60%
<b>Length/format:</b>	c. 3500 words
<b>Purpose:</b>	Prepare an outline for a unit of work for a Stage 6 Year 11 Society and Culture class.
<b>Learning outcomes assessed</b>	1-6
<b>How to submit:</b>	Electronic submission via Moodle, using Turnitin
<b>Return of assignment:</b>	2 weeks from submission date
<b>Assessment criteria</b>	You will be marked on your ability to: Provide a comprehensive rationale Select and develop appropriate activities Communicate in clear, standard Australian English.

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Prepare an outline for a unit of work for a Stage 6 Year 11 Society and Culture 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:

one full activity for formative assessment (not an essay)  
one ICT-based activity (not watching a video or PowerPoint presentation)  
one group-work task with a focus on literacy/numeracy (not a mind-map)  
one incursion/excursion/performance/product activity  
outlines only for the other teaching materials required.







UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6722 SOCIETY AND CULTURE METHOD 1

Student Name:

Student No.:

Assessment Task 2: **Outline of unit of work for stage 6 Preliminary Society and Culture**

<b>SPECIFIC CRITERIA</b>	→				
<p><b>Understanding of the question or issue and the key concepts involved</b>            understanding of the task and its relationship to relevant areas of theory, research and practice            clarity and accuracy in use of key terms and concepts in unit planning            design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs where appropriate            essential components integrated effectively into unit of work</p>					
<p><b>Depth of analysis and/or critique in response to the task</b>            ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act            unit of work reflects clear understanding of syllabus and pedagogical requirements and displays knowledge of ICT and literacy strategies, and sequences lessons appropriately            teaching strategies and resources are varied and appropriate for Stage 6 Preliminary course, and reflect subject knowledge</p>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b>            reference specifically to material, research and ideas presented in Society and Culture method lectures, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity, which is acknowledged in bibliography</p>					
<p><b>Structure and organisation of response</b>            rationale linked to syllabus outcomes and content and explains unit content and teaching strategies            demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students where appropriate, and how these factors may affect learning.</p>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p>					

Microteaching Feedback Form for Pre-service Teacher

**STUDENT TEACHER**

Name:		zID:		Date:	
<b>Details</b>					
Method		Topic/level			
<b>Standards</b>			<b>Comments</b>		