



School of Education

EDST6921

Modern History Method 1

Term 1 2021



## 1. LOCATION

Faculty of Arts, Design & Architecture  
School of Education  
EDST6921 Modern History Method 1 (6 units of credit)  
Term 1 2021

## 2. STAFF CONTACT DETAILS

Course Co-Convenor:      Jonathon Dallimore  
Email:                      [j.dallimore@unsw.edu.au](mailto:j.dallimore@unsw.edu.au)  
Availability:

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW <i>K-10 History Syllabus</i> and the depth of subject and pedagogical knowledge, including current issues, required to implement the syllabus and demonstrate the role of History in the broader school curriculum	1,2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1,2
3		

4.2.1

Demonstrate the capacity to organise classroom activities and provide clear directions.

1,2

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW *K-10 History Syllabus* documents. 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 History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior







Taylor, T. (2005) *What is History?* Melbourne: VHTA.

Wineburg, S (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

## **Research Reports**

## **Assessment details**

### **Assessment Task 1: Lesson Plan**

Plan and design one 60-minute lesson for a mixed-ability Stage 4 or 5 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D

## HURDLE REQUIREMENT

### ASSESSMENT TASK 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes (see assessment 1 on page 10)
2. A 10-minute mini-lesson.

#### Microteaching presentation

Students should choose a 10-minute segment from one lesson plan to present to their peer group.

At some stage in your microteaching lesson, and in its subsequent presentation, **you must demonstrate the use of a literacy or numeracy strategy**, relevant to the subject content and the needs and abilities of the students you have identified in your rationale.

**1. Initial Lesson Plan:** All students must submit their proposed lesson **plan as Assessment task 1 in Week 5**. The feedback will be designed to help facilitate a successful microteaching experience.

#### Notes

1. **Component TWO: Microteaching will not proceed unless Component ONE: Lesson Plan is satisfactorily completed.**
2. **Micro-teaching:** This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**A student who is assessed as unsatisfactory in microteaching will automatically fail Method 1 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  
EDST692



Microteaching Feedback Form for Pre-service Teacher

**STUDENT TEACHER**

Name:

zID:

Date: