School of Education

EDST6926
Biology Method 1

Term 1 2021

Contents

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6926 Biology Method 1 (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

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Availability:	Please email for appointment

3. COURSE DETAILS

Course Name	Biology Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class pr Workload

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW *Biology*	

3.5 .1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 2, 3
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1, 3
4.4.1	within school and/or system, curriculum and legislative requirements.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2, 3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	2

4.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	Introduction to course structure and requirements Developing contexts: (1) the value of Biology; (2) making Biology relevant in the broader school curriculum; and (3) incorporating the nature of scientific thinking, problem-solving techniques, planning, conducting and communicating results of investigations What makes a good lesson?	

7	Planning Units of Work: using the Stage 6 Biology Syllabus Using NESA support materials	Content selection and scope of content for effective lesson sequences for Year 11 Biology Course **Microteaching**
	Week 8	**Method Break**
9 asynchronous	Depth Studies: individual versus collaborative projects; presenting research/fieldwork reports	Designing possible depth study tasks in Stage 6 Biology Writing rubrics and marking guidelines Formative assessment strategies- Self and peer assessment

7. RESOURCES

Each student is required to obtain from the NESA website the following documents: Stage 6 Biology Syllabus and the Support Materials.

Reflections of pre-service teachers, http://www.ttf.edu.au/psts-talk.html; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , http://edublogs.org/ to create and share resources and lessons they create.

Additional readings

Assessment Details

Assessment Task 1: Year 11 Lesson plan

Plan and design one 60-minute lesson for a Year 11 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 students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation strategies to cater for some students are therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

choose an appropriate topic for the year group
support your rationale using references indicating your professional reading
choose appropriate outcomes and lesson content
choose an appropriate context
demonstrate knowledge of effective teaching and learning strategies
use appropriate format and provide sufficient detail for an effective lesson plan
include some explicit

Assessment Task 2: Unit of work, Year 11 Biology

Prepare an outline for a unit of work for a

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 **Year 11 lesson plan using the prescribed SED template**, including a statement of expected learning outcomes
2. A 10

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Student Name: Student No.:
Assessment Task 1: **Lesson plan, Year 11**

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved Rationale for lesson plan addresses the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress? Rationale supported using references indicating your professional reading					
Depth of analysis and/or critique in response to the task appropriate topic choice for the year group appropriate choice of outcomes and lesson content appropriate choice of context demonstrates knowledge of effective teaching and learning strategies appropriate selection of student activities depth of knowledge of the NSW syllabus documents and other relevant curriculum documents links between syllabus outcomes and the chosen activities evident					
Familiarity with and relevance of professional and/or research literature used to support response reference specifically to material, research and ideas presented in Biology method lectures					
Structure and organisation of the response appropriateness of overall structure of response clarity and coherence of organisation; logical sequence use of appropriate format					
Presentation of response according to appropriate academic and linguistic conventions clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS					

Lecturer: **Da** **Date:**
Recommended:

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Student Name: Student No.:

Assessment Task 2: **Unit of work, Year 11 Biology**

SPECIFIC CRITERIA	(-) ——————➤ (+)				
Understanding of the question or issue and the key concepts involved understanding of the task, including both a rationale and a unit of work					
Depth of analysis and/or critique in response to the task 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, including a rational that includes: - a brief outline of the school and class context - a statement of what students should learn students learn and why it is important - a description and justification of choice of context - justification of teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework - demonstration of how differentiation will support a diverse range of learners - description of the prior knowledge students have to begin this unit and discussion of how this prior knowledge will be assessed and built on design of a unit outline - which uses teaching strategies related to the needs and abilities of the class - contains an embedded context - employs a logically sequenced series of lesson outlines, utilising a variety of teaching strategies - has potential for student engagement with the material taught - contains the required lesson activities					
Familiarity with and relevance of professional and/or research literature used to support response reference specifically to material, research and ideas presented in Science method lectures and from the Professional Experience lectures.					

Structure and organisation of the response

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	Comments

A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)

Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)

Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)

Were relevant linguistic structures and features and literacy

/numeracy knowledge and skills integrated into the lesson? (2.5.1)

Was a clear and coherent sequence of activities undertaken to engage and support the learning