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1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6748 Korean Method 2 (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin
Email: cathleen.jin@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Korean Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST6748T2C

SUMMARY OF THE COURSE

This course continues to prepare student teachers for the teaching of Korean in secondary schools in NSW. Lectures, tutorials and assessments cover a variety of essential aspects of the teaching profession. Emphasis is given to developing skills in; reporting for effective learning, creating and maintaining safe and challenging learning environments, improving professional knowledge and practice and being an active member of their profession and the wider community.

THE MAIN WAYS IN WHICH THE COURSE HAD CHANGED AS A RESULT OF STUDENT FEEDBACK:

- The hurdle requirement is now held as a component of Week 6, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NESA Korean Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Korean
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Korean to all key stakeholders
6	Identify the characteristics of an effective Korean

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence + Assessment task Year 11 Preliminary	2000 words equivalent	40%	1-5	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 30 th July by 5pm

Assessment Details

Assessment 1 (20 00 wd eq, 40%)

PART 1: Create a Year 11 preliminary course scope and sequence (Beginners OR Continuers) with an assessment schedule built in

Refer to advice on scope and sequence <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences>

Sample assessment schedules can be found in each language syllabus page

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

PART 2: Design

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 generated from student self and peer evaluations, and student-parent conferences.

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2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESAs and ACARA.

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 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
 EDST6748 KOREAN METHOD 2

Student Name:

Student No.:

Assessment Task 1: Preliminary scope and sequence + one assessment task

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Understands the task and its relationship to Stage 6 preliminary assessment practice 					
<ul style="list-style-type: none"> • Uses syllabus documents and terminology clearly and accurately 					
<ul style="list-style-type: none"> • Sequences learning topics to suit logical learning progression 					
<ul style="list-style-type: none"> • Integrates assessment task logically with learning intentions and learning sequence 					
<ul style="list-style-type: none"> • Provides effective formative feedback for student sample 					
Depth of analysis in response to the task <ul style="list-style-type: none"> • Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary 					
<ul style="list-style-type: none"> • Demonstrates understanding NESA Assessment Guidelines 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Understands effective assessment practices 					
Structure and organisation of response <ul style="list-style-type: none"> • Organises and structures scope and sequence according to NESA guidelines and requirements 					
<ul style="list-style-type: none"> • Follows NESA internal assessment requirements for weighting + format 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Shows excellent command of English grammar conventions including spelling, syntax, and punctuation. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer :

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6748 KOREAN METHOD 2

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 <ul style="list-style-type: none"> • 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 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> </tr> </table>					

Depth of evidence in response to the task

- Demonstrates understanding of academic and cultural diversity
- Includes a variety of pedagogical strategies to suit content of the Stage 6 course
- Designs appropriate activities

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

AITSL Standard 5 Assess, provide feedback and report on student learning		Comments
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- A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess a-reu(mat)-w 0.70

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)