

EDST6718

Korean Method 1

Term 1, 2022



Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are situated on the traditional lands of the Bidjigal and Gadigal peoples who are the traditional custodians of the land. We acknowledge the Aboriginal and Torres Strait Islander peoples, the winds and waters we all now share, and pay respect to their unique and enduring cultures which deepen and enrich the life of our nation and community.

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Korean in secondary schools. You will use syllabus documents to develop innovative and engaging lesson plans. You will explore a range of effective teaching strategies designed to engage a diversity of students in a classroom environment. You will learn how to use digital and other innovative technologies to improve learning in the discipline and to develop language, literacy and numeracy skills in the curriculum. Through self and peer evaluation you will also learn how to work in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Korean syllabus and the subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate student learning outcomes for students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage students and meet relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and provide learning opportunities
5. Design and evaluate formative assessment strategies and use assessment to monitor and improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard	Assessment/s
1.2	Demonstrate knowledge and understanding of how students learn and the implications for teaching. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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 Torres Strait Islander backgrounds. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies in the teaching area. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
2.2	Organise content into an effective learning and teaching sequence. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	to design
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	respect
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	teaching strategies
2.6	Implement teaching strategies for using ICT to expand learning opportunities for students.	to expand curriculum
3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	challenges for students
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	student learning, content

Explicit teaching, including lectures, to demonstrate an understanding of various approaches to learning and the use of a range of teaching strategies to support learning

Small group cooperative learning to understand the importance of teamwork and to demonstrate the use of group structures as appropriate to address learning objectives

Structured occasions for reflection on learning to allow students to reflect on their teaching practice

Extensive opportunities for whole group and small group dialogue and debate, and opportunity to demonstrate their capacity to communicate and liaise with the education community, and to demonstrate their knowledge and understanding of the field

Online learning from readings on the Blackboard website

Online discussions

Peer teaching in a simulated classroom setting

These activities will occur in a classroom climate that is supportive and encouraging

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Friday 25/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Friday 29/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Friday 25/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class in a standard format and be presented using the template provided. Indicate

A feedback sheet will be provided.

This assignment is submitted through Turnitin and students can see Turnitin

Additional details

Plan your lesson for a class in a comprehensive high school which would

- EAL/D students
- Indigenous students, and
- Students with various religious and cultural backgrounds.

Some students may have low levels of literacy. Differentiation to cater for these requirements. Differentiation strategies are scaffolding, group work, and

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Due date: Friday 29/4/2022

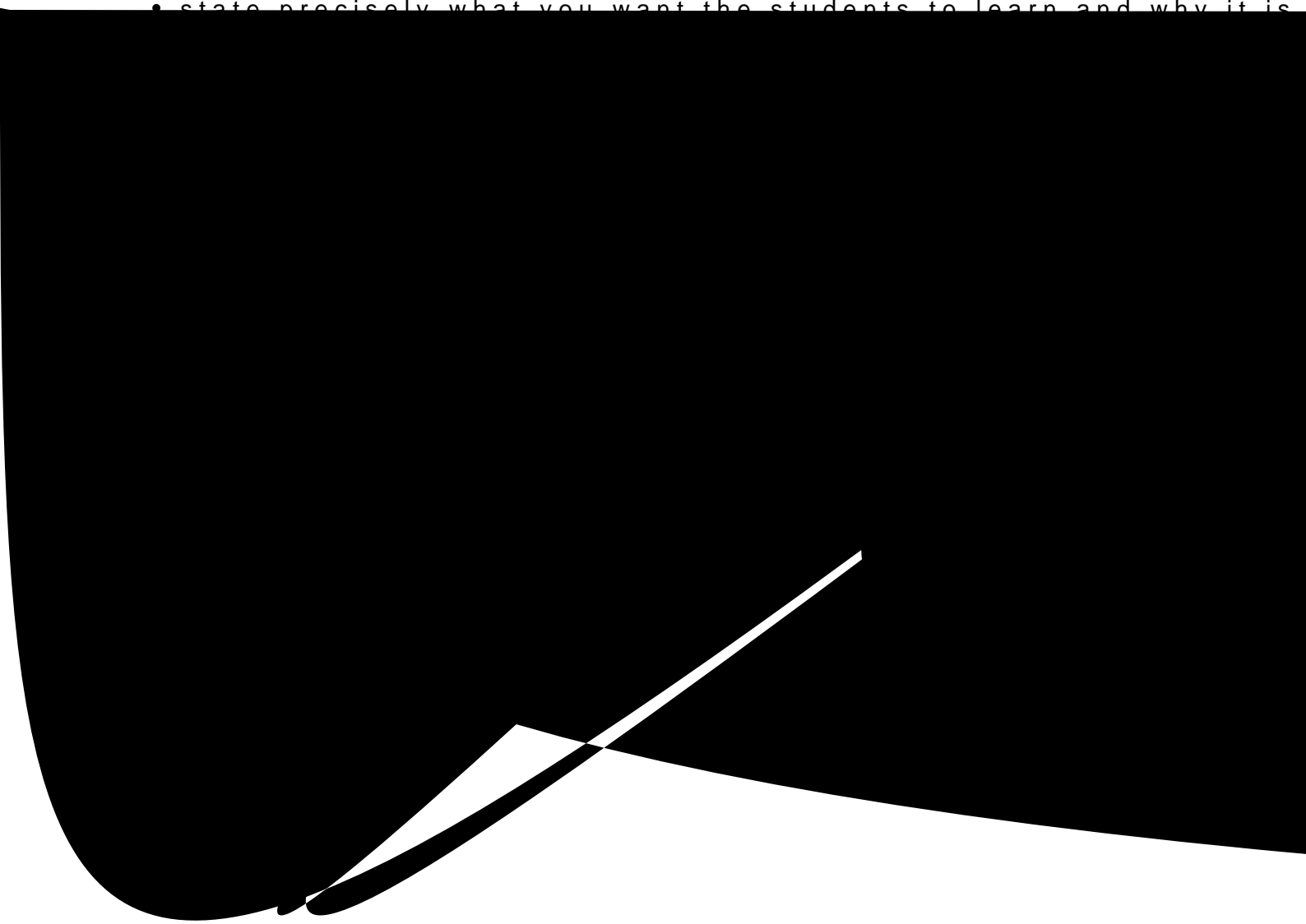
Prepare an outline for a unit of work for a Stage 5 class. The unit of work should include 6-8 lessons (but do not prepare full lesson plans). Include a rationale (600-800 words). Total length: 3000 words.

A feedback sheet will be provided.

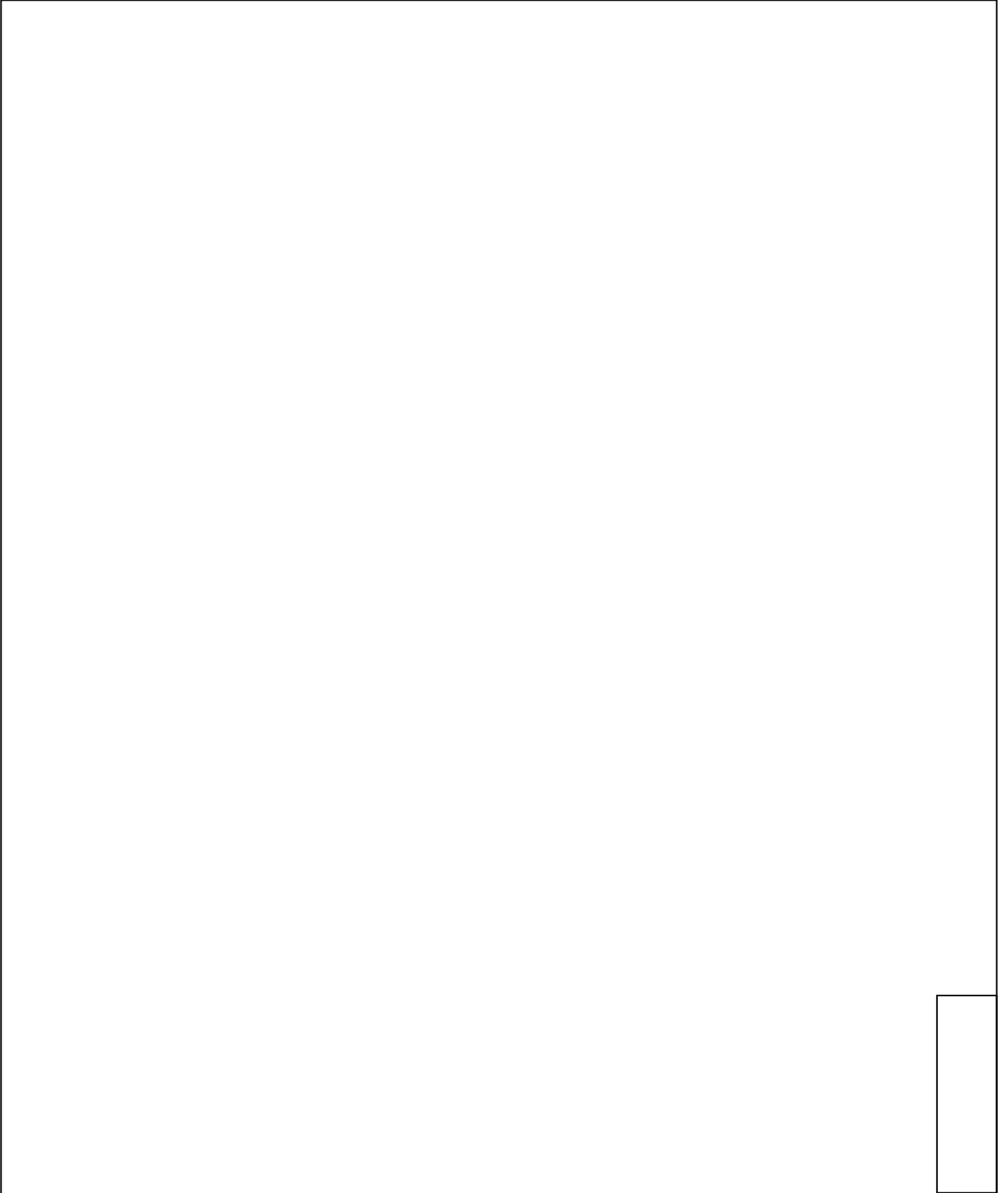
This assignment is submitted through Turnitin and students can see Turnitin reports.

Additional details

In the rationale:

- provide a brief outline of the school and class context
 - state precisely what you want the students to learn and why it is important
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Specific Criteria	(-)		>(+)		
Structure and organisation of response <ul style="list-style-type: none"> • Presents a detailed and organised response 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Demonstrates a high degree of fluency in English • Attributes sources of information appropriately 					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)

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| | | <ul style="list-style-type: none">• Classroom teaching and learning
Korean # 6 |
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Resources

Prescribed Resources

The Flipped Classroom

<http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP001>

Readings

Hattie, J. (2011). *The Learning for Teachers: Maximizing Learning and Teaching*. London, England: Routledge.

Hinkel E. (2008). *Book of research in second language Learning and teaching at Level 6*, Main Library (418/133 / (2))

Liddicoat, A. J., & Scarino, A. (2013). *Intercultural Language Teaching*

Professor Cambridge University Press

Richard, J & Burns, T. (2018) Teaching listening: a practical approach
Main Library (428.007/91 A)

Taylor, L. (2011) Examining speaking: research and practice in assessing second language speaking
Main Library (418.0076/28)

Wong, J. & Waring, B. (2010) Oral analysis and second language pedagogy
ESL/EFL teaching
Main Library (428.24/134)

Recommended Websites

www.det.nsw.edu.au

<http://www.curriculumsupport.education.nsw.gov.au>

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learnings>

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

<http://www.asiaeducation.edu.au/curriculum/languages>

<https://www.languagesnsw.com/>

Professional Associations

Modern Language Teachers Association of New South Wales - MLTA

PO Box 299 Leichhardt, NSW 2040

Korean Language Teachers Association - KOLTA

<https://www.koltansw.com/>

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please telephone External Support on 9385 3331 or email them on external@tel. Hours are 8:00am - 10:00pm on weekdays and 9:00am - 5:00pm on weekends. If you are unable to submit your assignment due to a fault with Turnitin, you must retain your ticket number from External Support (along with any screenshots) and include this as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to provide your details. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either the Turnitin system or the assignment submission page. In instances where this is not possible, it will be stated on the assignment brief.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own in various forms, from deliberate cheating to accidentally copying from a source.

UNSW groups plagiarism into the following categories:

Copying using the same or very similar words to the original text or idea without using quotation marks or a source. This includes copying materials, ideas,

Academic Information

Due to evolving advice by NSW Health, students must check for updates to learning for all Arts, Design and Architecture courses this term (via M provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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