

# EDST6719

## Legal Studies Method 1

### Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
TBC TBC	<a href="mailto:education@unsw.edu.au">education@unsw.edu.au</a>			

### School Contact Information

School of Education  
Arts, Design and Architecture  
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E: [education@unsw.edu.au](mailto:education@unsw.edu.au)

W: <https://www.arts.unsw.edu.au/education>

## 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 Legal Studies in a way that is relevant to the relevant syllabus documents to develop innovative and engaging lessons and to practise a range of effective teaching strategies designed to engage and create a supportive classroom environment. You will learn how to use digital technologies to assess and improve learning in the discipline and to develop language skills across the curriculum. Through self and peer evaluation you will also learn to evaluate in a professional, supportive manner.

### Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Legal Studies 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 create learning opportunities
5. Design and evaluate formative assessment strategies and use assessment to improve learning
6. Practise the ethical and professional values expected of teachers

### Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, intellectual development and characteristics of students and how they may affect learning.	physical, social, intellectual development and characteristics of students and how they may affect learning.
1.2.1		

	and structure of the content and teaching strategies of the teaching sequence.	
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design sequences and lesson plans.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	
2.6.1	Implement teaching strategies for using ICT to expand curriculum opportunities for students.	2
3.1.1	Set learning goals that provide achievable challenges for students with varying characteristics.	2
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	
3.3.1	Include a range of teaching strategies.	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT to support students in their learning.	1, 2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and colleagues to improve teaching practices.	2

## National Priority Area Elaborations

	Priority area	Learning Area	Assessment/s
A	Aboriginal and Torres Strait Islander Education	4, 7	1, 2
C	Information and Communication Technologies	1, 2	1, 2
D	Literacy and Numeracy	1, 3-5, 8-12, 18, 19	
E	Students with Special Educational Needs	7	2
F	Teaching Students from Non-English-Speaking Backgrounds	4, 5	1, 2

## Teaching Strategies

### Rationale:

This subject aims to develop in each student the ability to effectively teach school students with an emphasis on the NSW Legal Studies and Commerce course students will develop their knowledge of the New South Wales legal system and the relationship between Legal Studies, Commerce, literacy and numeracy in the Stage 6 Legal Studies and Stage 4 and 5 Commerce classroom. The course will explore the relationship between legal concepts in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will be designed to build on the knowledge of the students and will allow them to engage in relevant activities that mirror those they will be expected to design for the secondary student.

## Teaching Strategies:

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

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 encourages learning


documents

Assessment 2: Unit of work outline

Due date Wednesday 27/4/2022



BRIC/FEEDBACK SHEET  
ST6719 LEGAL STUDIES  
ISW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work

Specific Criteria

Understanding of the question  
involved

- Design effective, creative  
Stage 6 student activities, (in  
understanding of the  
studies terms and concepts)
- Use a variety of relevant  
material to build a reliable

Depth of analysis

- Recognise and explain  
and religious (explicit  
or implicit)
- Devise specific  
Aboriginal and  
following the  
Speaking and  
Behaviours

Familiarity with  
literature used

- Reference to  
the Legal  
Profession

Specific Criteria	(-)		>(+)		
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Recommended: /20 (FL PS CR DN HD)

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance in all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for a course. It is the responsibility of students to ensure that their attendance is recorded through electronic means or via an attendance register. Attendance in online courses is recorded through digital means. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date/Module	Type	Content
1	Lecture	






ICT Making IT Happen Pearson Australia

- Gibbons, P (2007). Scaffolding language, scaffolding learning: Teaching learners in the mainstream. Port Saris, QLD, Heinemann.
- Harrison, N (2008). Teaching and learning in Indigenous education. Oxford, Sydney.
- Henderson, R. T (2012). Teaching Literacies. Pedagogies and Diversity in the Classroom. Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Colwell, R. (2011). Inclusion in Australian Schools. Oxford University Press, Australia
- Marsh, C (2004). Becoming a Teacher in NSW, Frenchs Forest (3rd Edition)
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal learning pedagogy for Aboriginal students. In Literacy, Learning and Diversity in Education: New pedagogies for expanding language and literacy. University Press Melbourne.
- Price, K (2012). Aboriginal and Torres Strait Islander Education: An Introduction. Cambridge University Press
- Wiggins, G and McTighe, L (1998). Understanding by Design. Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)

#### Legal Studies Preliminary and HSC Texts

- Hamper, D et al (2009). Legal Studies Preliminary Course, Pearson
- Hamper, D et al (2010). Legal Studies HSC Course, Pearson Australia
- Milgate, P et al (2010). Cambridge Legal Studies HSC, Cambridge University Press, Melbourne, 2010.
- Milgate, P et al (2009). Cambridge Preliminary Legal Studies, Cambridge University Press, Melbourne, 2010.

#### Legal Studies Association of NSW

<http://lsa.net.au>

P.O. Box 549

Sylvania Southgate 2224

Phone (02) 9522 6352

## 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 not. Turnitin also provides updates on their system status on Twitter.

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



## 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 or using quotation marks. 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 Moodle 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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