

EDST6921

Modern History 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 Modern History in the classroom. You will explore relevant syllabus documents to develop innovative and engaging lessons. You will also practise a range of effective teaching strategies designed to engage and support 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 develop your skills in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NSW K-10 History syllabus and pedagogical knowledge, including current issues, requirements and demonstrate the role of History in the broader school curriculum
2. Evaluate how student characteristics affect learning and evaluate students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan, differentiate and teach effectively to address relevant syllabus outcomes, ensure a safe learning environment, and support Torres Strait Islander Histories and Cultures in History, assist and support students with literacy and numeracy
4. Select appropriate resources, including ICT, to engage students and provide 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, intellectual development and characteristics of students and how they affect learning.	physical, social, and cultural development of students and how they affect learning.
1.2.1 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Research into how students learn and the implications for teaching.
1.3.1 Demonstrate knowledge of teaching strategies that respond to the learning strengths and needs of students from diverse linguistic, religious, and socioeconomic backgrounds.	that respond to the learning strengths and needs of students from diverse linguistic, religious, and socioeconomic backgrounds.
1.4.1 Demonstrate broad knowledge and understanding of the impact of technology on teaching and learning.	the impact of technology on teaching and learning.

Teaching Strategies

Rationale for the inclusion of content and teaching approach

This subject aims to develop in each student the ability to effectively students according to the philosophy and ~~Key Learning Strategies of the NSW~~. During the course students will develop their knowledge of New South

Lectures, tutorials and assignments will cover a variety of approaches History classroom. Emphasis will be given to the relationship between and the role and value of History in the curriculum and the community

Student-centred activities will form the basis of the course. These act knowledge of the students and will allow them to engage in relevant a mirror those they will be expected to design for the secondary student embedding Aboriginal and Torres Strait Islander histories and cultures

Teaching strategies

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Stage Four (4) Lesson Plan	40%	Monday 28/3/2022	1, 2, 3, 4
2. Stage Five (5) Unit of Work	60%	Monday 2/5/2022	1, 2, 3, 4, 5, 6

Assessment 1: Stage Four (4) Lesson Plan

Due date Monday 28/3/2022

You must write a rationale for the unit (600-800 words) in which you:

RUBRIC/FEEDBACK SHEET
EDST6921 MODERN HISTORY METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Stage Four (4) Lesson Plan

Specific Criteria	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Specific Criteria	(-)		>(+)		
<ul style="list-style-type: none"> • rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning 					

Criteria	(-)		>(+)	

Structure and organisation of response				
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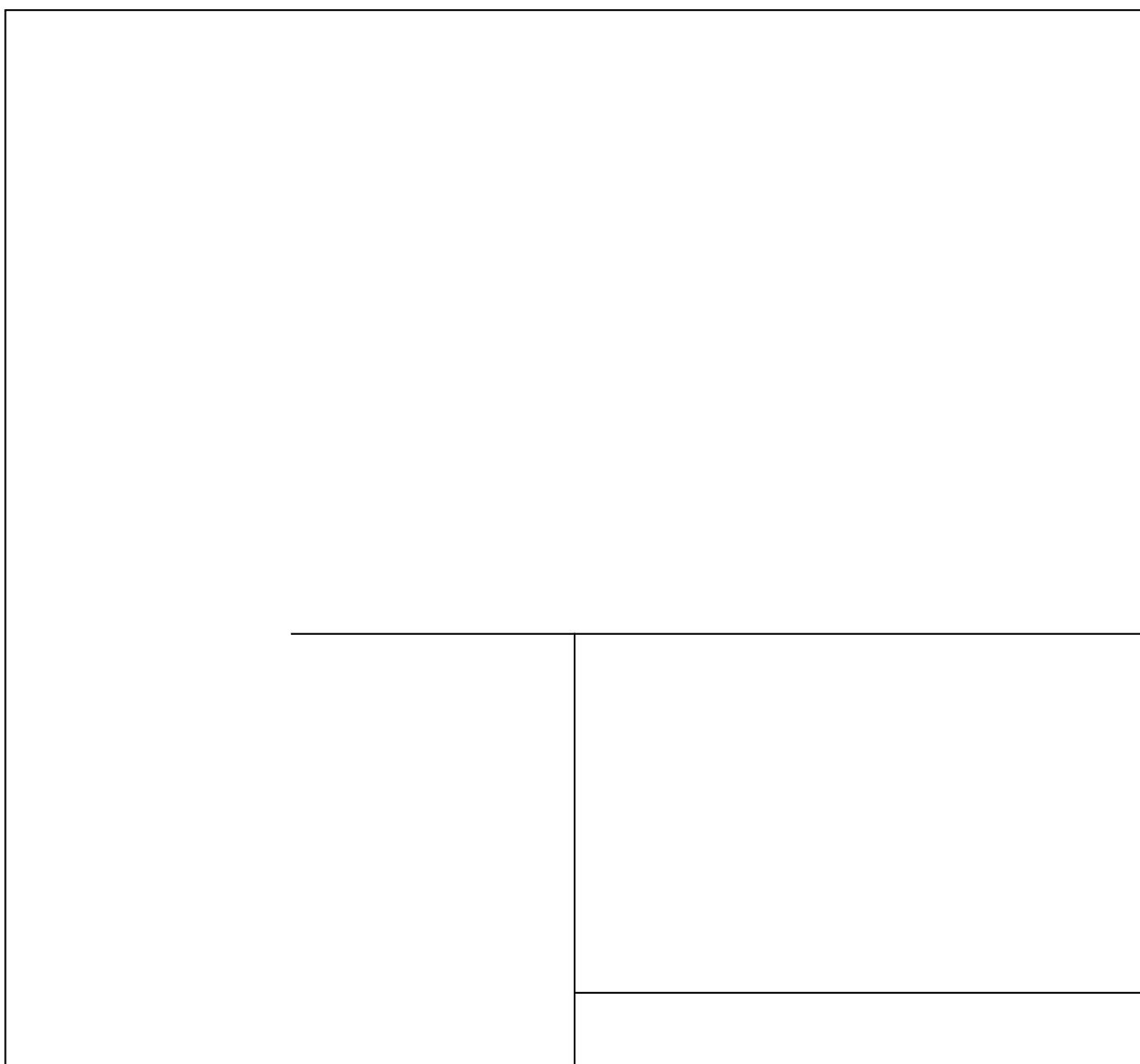
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		4-5 Modern History
	Tutorial	<p>Sources and Evidence</p> <ul style="list-style-type: none"> • Sample source-based activities • Designing quality questions for sources
Week 10: 22 Apr (asynchronous)	Lecture	<p>Teaching and Learning (asynchronous)</p> <ul style="list-style-type: none"> • Planning for quality teaching and learning • Writing and communication • Student-centred activities and Peer-to-Peer Learning

Resources

Prescribed Resources

Essential Documents

Students must be familiar with:

- NSW DET (2003) Quality Teaching in NSW Primary Schools NSW
- NESAC (2012) NSW History Curriculum Stages 4 and 5
- Taylor, T. & Young, M. & Maki (2003) History: A Guide for the Teaching and Learning in Australian Schools Curriculum Corporation (.pdf provided on Moodle)

Course readings and resources made available on Moodle.

High Priority Texts

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment, please contact External Support on 9385 3331 or email them on external@tel. Support 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 them, you will not. 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 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. 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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