School of Education

EDST6927
Chemistry/Biology Method 1

Term 1 2022

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6927 Chemistry/Biology Method 1 (6 units of credit)
Term 1 2022

2. STAFF CONTACT DETAILS

Course Coordinator: Oriana Miano
Email: o.miano@unsw.edu.au
Availability:

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	Introduction to course structure and requirements Developing contexts: (1) the value of Biology; (2) making Chemistry/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?	Place of Chemistry/Biology across the continuum of learning in Science K-12 Addressing stereotypes in relation to studying Biology Research on how students learn Chemistry/Biology Developing a teacher network and resource bank **Note: the focus of content in lectures, tutorials and assessment in Term is the Year 11 course (Modules 1-4)**
2	How Stage 6 students learn Chemistry/Biology Deconstructing the Stage 6 Chemistry/Biology Syllabus: structure, requirements, and associated documents	Using curriculum documents and syllabi Eliciting prior knowledge. Selecting and sequencing content. Long & short-term planning. Planning for student-centred learning Strategies for teaching Chemistry/Biology in Stage 6
3	Planning for the mixed ability Stage 6 classroom, including selection of appropriate digital resources, and differentiation Demonstration of microteaching for Stage 6	Developing a repertoire of teaching strategies for Chemistry/Biology teaching; catering for diverse learners Teaching strategies to respond to individual

7	Planning Units of Work: using the Stage 6 Chemistry/Biology Syllabus Using NESA support materials	Content selection and scope of content for effective lesson sequences for the Year 11 Chemistry/Biology course **Microteaching**
	Method Break	**Method Break**
9 (Online, F2F, Asynchronous)	Depth Studies: individual versus collaborative projects; presenting research/fieldwork reports	Designing possible depth study tasks in Stage 6 Chemistry/Biology Writing rubrics and marking guidelines Formative assessment strategies- Self and peer assessment
10	Investigating Science- a complement to Stage 6 Chemistry/Biology	Unpacking the Syllabus
11	Preparing for Professional Experience Organisational strategies for teaching Being a reflective teacher	Becoming a reflective teacher through the feedback cycle Completing myExperience
Professional Experience 1		

7. RESOURCES

Each student is required to obtain from the NESA website the following documents: Stage 6 Chemistry/Biology Syllabus and the Support Materials.
https://syllabus.nesa.nsw.edu.au/Chemistry/-stage6/ and
https://syllabus.nesa.nsw.edu.au/biology-stage6/

It is not necessary to purchase secondary Chemistry/Biology textbooks for this course. Textbooks will not usually be used during tutorials.

The Flipped Classroom
http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

TPACK

Recommended websites

NESA
http://syllabus.nesa.nsw.edu.au/science/

Science Teachers Association of NSW
http://www.stansw.asn.au

8. ASSESSMENT

Assessment Task	Length

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6927 CHEMISTRY/BIOLOGY METHOD 1

Student Name: Student No.:

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