UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6706
Geography Method 1

Semester 1, 2018

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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 and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6706 Geography Method 1 (6 units of credit)
Semester 1 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Andrew Toovey
Email:	a.toovey@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Geography Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course
This course prepares student teachers for the teaching of Geography in secondary schools in NSW.

The main ways in which the course has changed since last time as a result of student feedback:

- A Fieldwork Workshop has been added to the course to help students gain confidence in Fieldwork Methodologies
- A GIS Masterclass has been included to allow students to explore GIS in the Geography classroom
- The course has been restructured to allow time for fundamentals of Geography teaching including basic skills, and working with syllabus and scope and sequence documentation

Important information
Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessments
1	Identify foundational aspects and structure of the NSW Board of Studies Geography Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2, 3
6	Practise the ethical and professional values expected of teachers	1, 2, 3

AITSL Professional Graduate Teaching Standards

Standard		Assessments
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2
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	2
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1, 2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, 3
2.2	Organise content into an effective learning and teaching sequence	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 2
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, 3

3.3	Include a range of teaching strategies	1, 2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	3
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	(Sem. 2)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	(Sem. 2)
6.2	Understand the relevant and appropriate sources of professional learning for teachers	(Sem. 2)
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, 3
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2, 3

National Priority Area Elaborations

Priority area	
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9 ,10, 11, 12
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach. The lectures and tutorials are designed to be supportive and friendly, as students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Some explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 26 Feb – 2 Mar	On being a beginning Geography teacher ***National Priority Area Elaborations A4-A5, B1***	**Tutorial:** Biography, motivation and expectations: Why you are here affects where you'll end up **Teaching Strategy Focus:** Getting to know your students and making sure they know each other
2 5 Mar – 9 Mar	The NESA Geography Syllabus 7-10 and its link to Stage 3 HSIE ***National Priority Area Elaborations A8***	**Tutorial:** Programming in Junior Geography/ICT ideas **Teaching Strategy Focus:** Group work
3 12 Mar – 16 Mar	Stage 4 Geography – Importance of Literacy ***National Priority Area Elaborations D1- D19***	**Tutorial:** Making literacy the focus of each lesson **Teaching Strategy Focus:** Creativity in the classroom
No classes in Week 4		
5 26 Mar – 30 Mar	Senior Geography Syllabus – Year 12 Course ***National Priority Area Elaborations B 6, F9-11***	**Tutorial:** Issues in programming for a differentiated curriculum **Teaching Strategy Focus:** Group Work ***Microteaching***
Mid-semester break		

6 9 Apr – 13 Apr	Teaching about the place of Australia in the World and the Asia Pacific Region ***National Priority Area Elaborations C1- C14***	**Tutorial:** GIS/Multimedia **Teaching Strategy Focus**: ICT in the Classroom ***Microteaching***
7 16 Apr – 20 Apr*	Stage 5 Geography – Incorporating Civics and Citizenship in the Classroom – Citizenship for Indigenous Australian Communities ***National Priority Area Elaborations A1-A3, A6 - A7, B3-B5, E1-E9, F1 -7***	**Tutorial:** Teaching students with different social, ethnic, cultural and religious backgrounds. What are the typical stages of students' physical, social and intellectual development and understanding the exceptions to the general patterns. **Teaching Strategy Focus:** Role Plays ***Microteaching***
Date TBC (Fieldtrip)	Geography Fieldwork ***National Priority Area Elaborations B7***	**Tutorial:** Planning for Fieldwork/Virtual Fieldwork **Teaching Strategy Focus:** Fieldwork in the local area
8 23 Apr – 27 Apr **ANZAC Day 25th April**	Senior Geography Stimulus Interpretation/Geography Tools and Skills ***National Priority Area Elaborations A8 – A10***	**Tutorial:** Interpreting Graphs and Photos **Teaching Strategy Focus:** Assessing understanding
9 30 Apr – 4 May	Senior Geography Syllabus – Year 11 Course ***National Priority Area Elaborations C6 – C13***	**Tutorial:** Programming Introduction – ICT in Senior Geography **Teaching Strategy Focus:** Pair Work ***Microteaching***
10 7 May – 11 May	Teaching about Australian Environments, Communities and Issues ***National Priority Area Elaborations B9-B10***	**Tutorial:** Fieldwork/Making Geography real **Teaching Strategy Focus:** Learning by doing

Professional Experience

4th June – 29th June 2018

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations Assessed	Due Date
Assessment Task 1: Unit of Work	2500 Words (equivalent)	50%	1 - 6	1.2, 1.3, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 6.3, 7.1	A5 – A8, B1, B3 - B7, C3- C10, D1-D5, E6-E8, F5-F6	5pm, Tuesday 10th April 2018
Assessment Task 2: Detailed Lesson Plans for Fieldwork Activities	2500 Words (equivalent)	50%	1 - 6	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.5, 5.1, 6.3, 7.1	A4 - A5, A8, B6 – B7, D8 – D10, F6 – F7	5pm, Tuesday 15th May 2018
Assessment Task 3: Microteaching	10 minutes	U/S	3, 4, 5, 6	1.2, 2.1, 2.3, 3.5, 4.1, 4.2, 4.3, 6.3, 7.1	D	TBC

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

S1 Assessment 1 (2 000 wd eq, 40%)

Due Date: 5pm, Tuesday 10th April 2018 (Online submission via Moodle)

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include 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 some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full <u>one</u> activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component

* design effective lesson sequences suitable for a variety of Stage 4 students
* plan a logical, sequential, cohesive unit of work
* write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
* use a variety of pedagogies appropriate to the material to be delivered
* show knowledge of the NESA Geography syllabus and curriculum documents

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6706 GEOGRAPHY METHOD 1

Student Name: Student No.: Assessment Task 1

SPECIFIC CRITERIA	(-) ➤ (+)				
Learning Goals Ability to identify a clear and appropriate learning goal Ability to link this goal to appropriate syllabus outcomes					
Lesson Sequence Ability to sequence and scaffold activities in a manner that would promote effective learning					
Lesson strategies Learning strategies are appropriate for the Class and for the topic					
Differentiation Strategies Ability to incorporate appropriate differentiation strategies					
Assessment Strategies Ability to incorporate appropriate assessment for learning strategies					
Use of English Ability to use standard Australian English Clearly and Effectively					
GENERAL COMMENTS					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date 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.

S1 Assessment 2 (3 500 wd eq, 60%)

Due Date: 5pm, Tuesday 15th May 2018 (Online submission via Moodle)

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

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

Provide a brief outline of the school and class context

state precisely what you want the students to learn and why it is important

justify your choice of topic/text to suit the needs and abilities of this class

justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework

demonstrate how differentiation will support a diverse range of learners

state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6706 GEOGRAPHY METHOD 1

Student Name: Student No.: Assessment Task 2

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved Design effective, creative lesson sequences for a variety of Stage 5 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key geography terms and concepts) Use a variety of pedagogies appropriate to the material to be delivered					
Depth of analysis and/or critique in response to the task Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours					
Familiarity with and relevance of professional and/or research literature Reference specific material, research and ideas presented in Geography Method, Combined Method and the Professional Experience lectures Research and show evidence of reading the allocated text and topic					
Rationale Justify your approach throughout and describe prior knowledge students have to begin this unit & how it could be pre-tested					
Structure Plan a logical, sequential, cohesive sequence of lessons					
labus Links State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric					
Teaching Strategies Devise a variety of dynamic teaching strategies for the topic to maximise student engagement Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired Devise an appropriate worksheet, literacy strategies and questioning Differentiate at least 1 lesson to cater for diverse learning approaches and needs					
Assessment Devise an appropriate assessment task (using relevant documents) Show understanding of formative assessment					
GENERAL COMMENTS					

Lecturer Recommended: /20 (FL PS CR DN HD)

Date 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.

EDST 6706
HURDLE REQUIREMENT

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed SED template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory.** Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.

Microteaching Feedback Form for Pre-service Teacher

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STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	**Comments**
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	

Comments:

Lecturer: **Date:** **Satisfactory /Unsatisfactory (circle**

8. RESOURCES

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

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra http://www.tpack.org/), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks, http://rde.nsw.edu.au/tpack-samr

Teaching Teachers for the Future - What is TPACK? , http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html

Reflections of pre-service teachers, http://www.ttf.edu.au/psts-talk.html; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , http://edublogs.org/ to create and share resources and lessons they create.

Required Readings

Board of Studies (2003) Geography Stages 4-5 Syllabus (available for download as PDF document at **www.boardofstudies.nsw.edu.au)**
Kleeman et al (2008) A Geography of Global Environments and Communities Heinemann
Kleeman et al (2008) A Geography of Australian Environments and Communities

Further Readings

- Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history.* All and Unwin, Crows Nest.
- Bliss and Paine (2008) *Geoactive 1 & 2.* Jacaranda
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Kriewaldt and Digby (2010) *Keys to Geography* .Macmillan
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes.* Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Van Zuylen et al (2007) *Geography Focus.* Pearson

Professional Associations

Geography Teachers Association
http://www.gtansw.org.au

Australian Geography Teachers Association
http://www.agta.asn.au

GTANSW Teachers of HSC Senior Geography Facebook Group
https://www.facebook.com/groups/841307156040600/