



**UNSW**  
SYDNEY

**Arts & Social Sciences**

School of Education

EDST6706  
Geography Method 1

Term 1, 2020

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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 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)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

<b>Course Name</b>	Geography Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

### SUMMARY OF THE 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:

- Students requested more explicit instruction with regards to completing academic documentation such as Scope and Sequences and Units of Work. This has been built into the early weeks of the course.
- Previous students were very positive about the inclusion of opportunities to mark student work and as such there will be multiple opportunities to review student work in 2020, and Method Students will be given feedback on these exercises.
- Students continue to request exposure to class resources. Classroom resources will be showcased each week in 2020.

## STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NESA Geography Syllabus and the depth of subject knowledge required to implement the syllabus	1,2,3
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
6	Practice the ethical and professional values expected of teachers	1,2,3

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1,2,3
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1,2,3
2.2.1	Organise content into an effective learning and teaching sequence	1,2,3
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics	1,3
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	2,3
3.3.1	Include a range of teaching strategies	1,2,3
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2,3
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1,3
3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,3
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions	1,3
6.2.1	Understand the relevant and appropriate sources of professional learning for teachers	1,2

6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1,2,3
6.4.1	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1,2

#### NATIONAL PRIORITY AREA ELABORATIONS

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

#### 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

Module	Lecture Topic	Tutorial Topic
1 19 Feb	On being a Beginning Geography Teacher  <b>National Priority Area Elaborations A4-A5, B1</b>	<b>Tutorial:</b> Biography, motivation and expectations: Why you are here affects where you'll end up  <b>Teaching Strategy Focus:</b> Getting to know your students and making sure they know each other
2 26 Feb	The NESAs Geography Syllabus 7-10 and its link to Stage 3 HSIE  <b>National Priority Area Elaborations A8</b>	<b>Tutorial:</b> Programming in Junior Geography/ICT ideas  <b>Teaching Strategy Focus:</b> Group work
3 4 March	Senior Geography Syllabus – Year 12 Course  <b>National Priority Area Elaborations B 6, F9-11</b>	<b>Tutorial:</b> Issues in programming for a differentiated curriculum <b>Teaching Strategy Focus:</b> Group Work <b>Microteaching</b>
4 11 March	Geography Fieldwork  <b>National Priority Area Elaborations B7</b>	<b>Tutorial:</b> Planning for Fieldwork/Virtual Fieldwork  <b>Teaching Strategy Focus:</b> Fieldwork in the local area
5 18 March	Senior Geography Stimulus Interpretation/Geography Tools and Skills  <b>National Priority Area Elaborations A8 – A10</b>	<b>Tutorial:</b> Interpreting Graphs and Photos <b>Teaching Strategy Focus:</b> Assessing understanding
6 25 March	Senior Geography Syllabus – Year 11 Course  <b>National Priority Area Elaborations C6 – C13</b>	<b>Tutorial:</b> Programming Introduction – ICT in Senior Geography <b>Teaching Strategy Focus:</b> Pair Work <b>Microteaching</b>
7 1 April	Teaching about Australian Environments, Communities and Issues  <b>National Priority Area Elaborations B9-B10</b>	<b>Tutorial:</b> Fieldwork/Making Geography real <b>Teaching Strategy Focus:</b> Learning by doing
8 8 April	Stage 5 Geography – Incorporating Civics and Citizenship in the Classroom – Citizenship for Indigenous Australian Communities  <b>National Priority Area Elaborations A1-A3, A6 - A7, B3-B5, E1-E9, F1 -7</b>	<b>Tutorial:</b> 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. <b>Teaching Strategy Focus:</b> Role Plays <b>Microteaching</b>

<p>9 29 April</p>	<p>Stage 4 Geography – Importance of Literacy</p> <p><b><i>National Priority Area Elaborations D1- D19</i></b></p>	<p><b>Tutorial:</b> Making literacy the focus of each lesson</p> <p><b>Teaching Strategy Focus:</b> Creativity in the classroom</p>
<p>10 6 May</p>	<p>Teaching about the place of Australia in the World and the Asia Pacific Region</p> <p><b><i>National Priority Area Elaborations C1- C14</i></b></p>	<p><b>Tutorial:</b> GIS/Multimedia</p> <p><b>Teaching Strategy Focus:</b> ICT in the Classroom</p> <p><b><i>Microteaching</i></b></p>

## 7. 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

NESA (2015) *Geography Stages 4-5 Syllabus* (available for download as PDF document at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>)

### Further Readings

- Anstey, M. & Bull, G. (2006) *Teaching 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/>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations Assessed	Due Date
<b>Assessment Task 1:</b> Detailed Lesson Plan	2000 Words (equivalent)	40%	1,2,3,4	1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A5 – A8, B1, B3 - B7, C3- C10, D1-D5, E6-E8, F5-F6	Thursday 26/3/2020 By 5.00pm
<b>Assessment Task 2:</b> Unit of Work	3500 Words (equivalent)	60%	1,2,3,4,6	1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A4 - A5, A8, B6 – B7, D8 – D10, F6 – F7	Thursday 7/5/2020 By 5.00pm
<b>Assessment Task 3:</b> Microteaching	10 minutes	S/U	3,4,5,6		D	As allocated in tutorials

### Submission of assessments

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 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. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## Assessment Details

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

**Due Date: 5pm, Thursday March 26<sup>th</sup>, 2020 (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 one 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

## Assessment 2 (3500 wd eq, 60%)

**Due Date: 5pm, Thursday May 7<sup>th</sup>, 2020 (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.

## 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.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6706 GEOGRAPHY METHOD 1

Student Name:  
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	. (-) _____ □□(+)				
<b>Learning Goals</b>  Ability to identify a clear and appropriate learning goal  Ability to link this goal to appropriate syllabus outcomes					
<b>Lesson Sequence</b>  Ability to sequence and scaffold activities in a manner that would promote effective learning					
<b>Lesson strategies</b>  Learning strategies are appropriate for the Legal Studies class and for the topic					
<b>Differentiation Strategies</b>  Ability to incorporate appropriate differentiation strategies					
<b>Assessment Strategies</b>  Ability to incorporate appropriate assessment for learning strategies					
<b>Use of English</b>  Ability to use standard Australian English clearly and effectively					
GENERAL COMMENTS					

**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.**

**UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6706 GEOGRAPHY METHOD I**

Student Name:

Student No.:

**Assessment Task 2: Unit of Work**

<b>SPECIFIC CRITERIA</b>	(-) ←	→ (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Design effective, creative lesson sequences for a variety of Stage 6 students, (in sufficient detail to show knowledge and understanding of concepts and strategies, using key legal studies terms and concepts)</li> <li>Use a variety of legal studies pedagogies appropriate to the material to be delivered</li> </ul>						
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit)</li> <li>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</li> </ul>						
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>Reference specific material, research and ideas presented in the Legal Studies Method, Combined Method and the Professional Experience lectures</li> <li>Research and show evidence of reading the allocated text and topic</li> </ul>						
<b>Rationale</b> <ul style="list-style-type: none"> <li>Justify your approach throughout and describe prior knowledge students have to begin this unit &amp; how it could be pre-tested</li> </ul>						
<b>Structure</b> <ul style="list-style-type: none"> <li>Plan a logical, sequential, cohesive sequence of lessons</li> </ul>						
<b>Syllabus Links</b> <ul style="list-style-type: none"> <li>State syllabus outcomes and specific learning goals for each lesson showing knowledge of the appropriate rubric</li> </ul>						
<b>Teaching Strategies</b> <ul style="list-style-type: none"> <li>Devise a variety of dynamic teaching strategies for the topic to maximise student engagement</li> <li>Incorporate relevant ICT, both as a teaching strategy and as a student skill to be acquired</li> <li>Devise an appropriate worksheet, literacy strategies and questioning</li> <li>Differentiate at least 1 lesson to cater for diverse learning approaches and needs</li> </ul>						
<b>Assessment</b> <ul style="list-style-type: none"> <li>Devise an appropriate assessment task (using relevant documents)</li> <li>Show understanding of formative assessment</li> </ul>						
<b>GENERAL COMMENTS</b>						

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

**Date Weighting: 60%**

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.**

## Microteaching Feedback Form for Pre-service Teacher



### STUDENT TEACHER

Name:	zID:	Date:
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### Details

Method	Topic/level	
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Standards	Comments
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<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>• Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>• 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)</li> <li>• Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>• Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>	
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>• 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)</li> <li>• Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>	
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>• Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>• Were activities well organised and direction clear? (4.2.2)</li> <li>• 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)</li> </ul>	

Comments:
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Lecturer:	Date:	Satisfactory/Unsatisfactory (circle)
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