UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6722
Society and Culture 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
EDST6722 Society and Culture Method 1 (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Kate Thompson
Email:	kate.thompson@unsw.edu.au
Availability:	Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Society and Culture Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF THE COURSE

This course is designed to establish a knowledge base for pre-service teachers in the areas of curriculum, pedagogy and assessment in Society and Culture education for senior secondary students in Year 11. The course is also designed to develop pre-service teachers' understanding of contemporary theory, concepts and skills in Society and Culture studies as applied in the senior secondary classroom context with a particular focus on cross-curriculum priorities. It will emphasise teaching and learning strategies with particular reference to research methods, both quantitative and qualitative. Theoretical concepts, pedagogical principles and curriculum structures within Society and Culture are examined and applied in the evaluation, design and implementation of learning experiences that are responsive to the needs of diverse learners.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Sample assessments of different standards will be included in tutorials

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify foundational aspects and structure of the NSW Board of Studies Society and Culture 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	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	Practice the ethical and professional values expected of teachers	1,2,3

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1,2,3
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2,3
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
1.4.1	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.	1,2,3
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1,2,3
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.	1,2,3

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	3
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2,3
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2,3
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.	1,2,3
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
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1, 2,3
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	2,3

NATIONAL PRIORITY AREA ELABORATIONS

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	4, 7	1, 2
B. Classroom Management	1	1, 3
C. Information and Communication Technologies	1, 3-6, 10, 12	1,2,3
D. Literacy and Numeracy	1, 3-5, 8-12, 18-19	1, 2, 3
E. Students with Special Educational Needs	7	2
F. Teaching Students from Non-English-Speaking Backgrounds	4, 5	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach Society and Culture to secondary school students with an emphasis on the NSW Society and Culture syllabus. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Society and Culture classroom. Emphasis will be given to the relationship between Society and Culture, literacy and numeracy and the role and value of Society and Culture in the curriculum and the community.

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.

5. TEACHING STRATEGIES

A variety of teaching and learning strategies will be implemented depending on the needs of the particular group. These will include lectures, student presentations, group work and workshops. Pre-service teachers will be encouraged to demonstrate an understanding of the distinctive inquiry process of the discipline.

- 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
- 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
- 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.
- Visual thinking strategies and visual tools
- Formative assessment strategies
- 'Moodle Extension' challenges are provided for those who wish to further develop the ideas discussed each week

These activities will occur in a classroom climate that is supportive and inclusive of all learners

6. COURSE CONTENT AND STRUCTURE

Module	Lecture topic	Tutorial	Readings & useful weblinks
1	**Introduction & Society and Culture Framework** • Aim and unit structure • Where does it fit in HSIE? • Syllabus orientation and key elements • Concepts • Social and Cultural literacy	**Teaching and learning strategies:** Ice-breaker games and team-building activities Think, pair, share Voxpops: What questions would you ask if you were to do a voxpop recording? **Moodle Extension:** • Outline your teaching philosophy. (include why you want to teach HSIE subjects). Compile a comprehensive list of attributes of what you think makes a good Stage 6 teacher. Refer to external sources and contemporary practices. Maximum 500 words	• NESA syllabus: Stage 6 Society and Culture pp5-17, 24-25 • Society and Culture, Thompson et al, pp 2 – 9 • Voxpops https://www.thenewsmanual.net/Manuals%20Volume%201/volume1_22.htm
2	**The Social and Cultural World I** • Nature of the social and cultural world • Looking in/Looking out: exploring the social and cultural world of a different cultural group	**Teaching and learning strategies:** • Magnetic words • Newspaper puzzle • Blooms taxonomy of questions • **Moodle Extension:** • Locate and use a relevant newspaper article. Develop a list of 7-8 questions for the article, based on the revised Blooms taxonomy of questions. How will you assess for learning? Maximum 200 words	• NESA syllabus: Stage 6 Society and Culture pp 26-29 • Society and Culture, Thompson et al, pp 9-20, 29-35 • Digital Blooms Taxonomy http://www.ccconline.org/wp-content/uploads/2013/11/Churches_2008_DigitalBloomsTaxonomyGuide.pdf
3	**Social and Cultural World II** • Research methods • Ethical research • Lesson planning	**Teaching and learning strategies:** • Multiple Intelligences inventory - how would you address multiple intelligences in your classroom? • Using a SMART planning template • Setting high expectations; using outcomes to develop learning intentions and success criteria • **Moodle Extension:** • What does an ideal lesson look like? Share your learning intentions and success criteria	• NESA syllabus: Stage 6 Society and Culture pp 18-23 • Society and Culture, Thompson et al, pp 20-28 • Research Methods in Education, Cohen, 6th edition, Rutledge Excel Society and Culture, Fleming and Fleming pp14 – 27
4	**Personal and Social Identity I:** • Personality, identity and agents of socialisation • The nature / nurture debate • Demonstration of micro-teaching	**Teaching and Learning Strategies:** • Online tests • Content Analysis • Self and peer assessment techniques Choose your microteaching topic **Moodle Extension:** • Investigate where content analysis is utilised in industry. Source recent findings and report on trends,	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture, Thompson et al, pp 36-58

		anomalies or interesting information you discover.	
5	**Personal and Social Identity II:** • Adolescence • Theories about understanding the physical and social self • Building literacy	**Teaching and Learning Strategies:** • X charts • Interactive posters • Effective questioning • Scaffolding an extended response **Moodle Extension:** • Develop an extended response question on Year 11 course content and provide a scaffold that Year 11 students could follow to improve their writing skills.	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture, Thompson et al, pp 58-65 • Australian Youth: Social and Cultural Issues, Nilan et al (2007) • Interactive posters www.glogster.com
6	**Personal and Social Identity III:** • Transitions through the life course • Changing rights and responsibilities • Theories of generations	**Teaching and Learning Strategies:** • This I believe - personal reflection • Familiarisation with the NSW Quality Teaching Framework and the NSW School Excellence Framework **Microteaching** **Moodle Extension:** Examine the Quality Teaching Framework, how can this help you structure your lessons and programs?	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Quality Teaching Framework • Society and Culture, Thompson et al, pp 66 – 70 • Australian Youth: Social and Cultural Issues, Nilan et al (2007) • What matters? http://www.whitlam.org/the_program/what_matters_writing_competition
7	**Personal and Social Identity IV:** • Looking in/looking out: exploring the processes of socialisation in a different cultural group • Cross Cultural Comparisons (DVD) Ten Canoes, Yolngu Boy or Maasai: A warrior's rite of passage	**Teaching and Learning Strategies:** • Thinkers keys **Microteaching** **Moodle Extension:** • Complete a set of thinkers keys for the topic of Personal and Social Identity (Try to integrate IT resources / skills as well). Maximum 1 A4 page similar to the template provided. Explain how you would use this in or adapt this for class. Maximum 200 words	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture, Thompson et al, pp 71-75 • Thinkers Keys explanation http://www.tonyryan.com.au/blog/wp-content/uploads/Thinkers_Keys_Version1.pdf
8	**Intercultural Communication I:** • Process of communication • Verbal and non-verbal communication • Differentiation	**Teaching and Learning Strategies:** • Verbal and non-verbal communication activities such as scattegory, charades and taboo • Demonstrating differentiation and diversity within programs - strategies and adjustments **Microteaching** **Moodle Extension:** Share a game, differentiation strategy or adjustment you would use when teaching this topic. Maximum 300 words	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture, Thompson et al, pp 76 - 89

Mid-semester break			
9	**Intercultural Communication II:** • Communication and social control • Communication rights and responsibilities • Impact of changing communication technologies	**Teaching and Learning Strategies:** • Using graphic organisers • Preparing for Professional Experience **Microteaching** **Moodle Extension:** Develop a research proposal and utilise ONE method to investigate a part of the Intercultural Communication topic (choose from interview, questionnaire or observation). Critique the process of your research and analyse the results. Maximum 700 words	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture, Thompson et al, pp 90 - 103
10	**Intercultural Communication III** • Looking in/looking out: exploring intercultural communication with a different cultural group	**Teaching and Learning Strategy:** • Literacy activity (before and after reading) **Moodle Extension:** Locate and use a relevant newspaper article to develop a set of 20 statements that could be used in a 'before and after reading' activity. Maximum 1 A4 page myExperience: online evaluation	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture, Thompson et al, pp 104 - 116
Professional Experience			

7. RESOURCES

Required Readings

- NSW Board of Studies, Stage 6 Syllabus, Society and Culture, Preliminary and HSC Courses, October 2013. The latest syllabus was published October 2013 and is applicable for HSC 2015 & beyond. Available at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture
- K Thompson (ed) (2015) *Society & Culture: Preliminary and HSC. 2e.* Nelson Cengage Learning

Additional Optional Readings

- Abercrombie, N (ed.) (2000), *The Penguin Dictionary of Sociology*, 4th edition, Penguin, London.
- Anstey, M. & Bull, G. (2006) T*eaching and learning multiliteracies: Changing times, changing literacies.* Curriculum Press, Melbourne.
- Arthur, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments* (2nd revised edition) Melbourne: Thomson Learning.
- Aspin, LJ (1996), *Focus on Australian Society*, Longman, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history.* Allen and Unwin, Crows Nest.
- Barry K, & King L (1998), *Beginning Teaching and beyond*, 3rd Ed, Social Science Press.
- Bennet, T & Carter, D (2001), *Culture in Australia: policies, publics and programs*, Cambridge, Melbourne Berg, BL (2001), *Qualitative Research Methods for the Social Sciences*, 4th edition, Ally & Bacon, Boston. Bessant, J & Watts, R (2002), *Sociology Australia*, 2nd edition, Allen & Unwin, Sydney.
- Brady, L & Kennedy, K. (2003), *Curriculum construction* (2nd edition). Frenchs Forest, NSW: Prentice Hall.
- Brady, L. (2003). *Teacher Voices: The School Experience*. Frenchs Forest: Pearson.
- Burns, R. (2001), *Introduction to Research Methods* 4th. Ed. Longman.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Oxon UK: Routledge
- Costa, AL & Kallick, B. (2000). *Activating and engaging habits of mind*. Alexandria, VA: ASCD. Cowan, Philip A, (1978) Piaget with Feeling, Holt, Reinhart and Winston, NY
- Creswell, J. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (5th ed.). Sydney: Pearson Australia.
- Curtis, B and Curtis, C. (2011) Social Research: A Practical Introduction. London: Sage Publications
- Denemark, D., Meagher, G., Wilson, S., Western, M., & Phillips, T. (2007). *Australian social attitudes 2:ΩCitizenship, work and aspirations*. Sydney: University of New South Wales Press.
- Earle, L & Fopp, R (ed.) (1999), *Introduction to Australian Society*, 3rd edition, Hardcourt, Sydney.
- Elkind, D., (1967) 'Egocentrism in Adolescence' *Child Development'*, Vol 38, No 4 Fetherston, T. (2007). *Becoming an effective teacher*. South Melbourne: Thomson. Foreman, P. (2001) *Integration and inclusion in Action*. Marrickville: Harcourt.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

- Germov, J., & Poole, M. (2011). *Public sociology: An introduction to Australian society* (2nd ed.). Crows Nest, NSW: Allen & Unwin
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Portsmouth, Heinemann
- Giddens, A (2006), *Sociology*, 5th Edition, Polity Press, Cambridge.
- Goldstein, S. & Brooks, R. (2007). *Understanding and Managing Children's Classroom Behaviours* (2nd Edition). Hobken: Wiley & Sons.
- Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *Secondary Schooling in a Changing World*. Sydney: Harcourt.
- Groundwater, S., Ewing, R. & Le Cornu, R. (2003). *Teaching: Challenges and Dilemmas* (2nd. Edition). Southbank: Thomson.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Oxon: Routledge.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning.* Oxon: Routledge. Houston, Melinda, 'They Grow Up So Fast', The Sun Herald Magazine, 12 April 2005, p. 25.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Henslin, J. (2012). *Sociology: A down-to-earth approach* (10th ed.). Boston: Allyn & Bacon
- Howitt, B. and Julian, R. (2009) *Heinemann Society & Culture* 2nd edition Sydney: Pearson Heinemann
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Jaques, D. (2000). *Learning in Groups* (3rd Edition). London: Routledge.
- Johnson, A (ed.) (2000), *The Blackwell Dictionary of Sociology: a user's guide to sociological language*, Blackwell, Malden.
- Joyce, B, Weil, M & Calhoun, E 2004, *Models of teaching* (7th edition). Boston: Allyn & Bacon.
- Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdown, South Africa: Juta Educational Publishers.
- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.
- Killen, R. (2012). *Effective teaching strategies*: *Lessons from research and practice.* (6th ed.). South Melbourne, Vic: Cengage Learning
- Krieken, R, van (2000), *Sociology: Themes and Perspectives*, Pearson, Sydney.Baker, M (2001), *Families, Labour and Love: Family diversity in a changing world*, Allen & Unwin, Sydney.
- Lovat, T. (ed.) *Communicating Across Cultures*. People, Culture and Change Series, Newcastle University.
- Mackay, Hugh 'Children of the Revolution. I want it all...', *Sydney Morning Herald* Spectrum, 12–13 June 2004.
- Marsh, C. (2008). *Becoming a teacher: Knowledge, skills and issues (4th Edition).* Frenchs Forest: Pearson Education Australia.
- Marsh, C. (2008). *Studies of Society and Environment (5th Edition).* Frenchs Forest: Pearson Education Australia.
- Marshall, G. (ed.) (1999), *Oxford Dictionary of Sociology*, Oxford, New York. McGregor, C (2001) *Class in Australia*, Penguin, Sydney,

- Martin, K. (2008). The intersection of Aboriginal knowledge, 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.
- McCrindle, M., (2009) The ABC of XYZ, UNSW, Sydney
- McLeod J., Reynolds, R. (2003). *Planning for Learning*. South Melbourne: Thomson – Social Science Press.
- Miner, A. & Quilty, M. (1997), *Comparing Cultures* Melbourne: Oxford University Press
- Nilan, P., Julian, R. And Germov, J. (2007) *Australian Youth: Social and Cultural Issues*, Pearson, NSW
- Omstein, A.C. (1990). *Strategies for Effective Teachi*ng. New York: Harper & Row. Provenzo Jr, E. & Blanton, W. (2005). *Observing in schools*. Boston: Pearson.
- Pearson, H. (2016) *The Life Project: The extraordinary story of our ordinary lives.* Allen Lane
- Pollock, D., & Van Reken, R. (2009). *Third culture kids*: *Growing up among worlds.* Boston: Nicholas Brealey Publishing.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press
- Punch, K (2001), *Introduction to Social Research: Qualitative and Quantitative Approaches*, Sage, London.
- Richardson, V. (ed.) (2000), Handbook *of Research on Teaching*, AERA
- Robertson, I., (1989) *Society: A Brief Introduction*, Worth, NY
- Robertson, N. (ed.) (2007), *Sustainable Futures*-Teaching and Learning: a case study approach ACER.
- Salmon, G. (2003). *e-Moderating: The key to teaching and learning online* (2nd ed.). London: Routledge Falmer.
- Schaeffer, R. (2011). *Sociology: A brief introduction* (9th ed.). New York: McGraw Hill. Silberman, M. (1996), *101 Strategies to Teach Any Subject* Allyn & Bacon, Longwood Division.
- Smith, L., & Lovat, T. (2003). *Curriculum: Action and reflection* (4th Edition). Tuggerah: Social Science Press.
- Steiner, M. (ed.) (1996), *Developing the Global Teacher*.
- Wadsworth, Y (1995), *Do it yourself Research*, Allen and Unwin, Sydney.
- Walters, M. & Crook, R. (1993), *Sociology One*, 3rd edition, Longman Cheshire, Melbourne.
- Whitton, D., Sinclair, C., Barker, K., Nanlohy, P., & Nosworthy, M. (2004). *Learning for teaching: teaching for learning*. Melbourne: Thomson.
- Wilen, W., Ishler, M., Hutchison, J., & Kindsvatter, R. (2003). *Dynamics of Effective Secondary Teaching* (5th Edition). New York: Addison Wesley Longman, Inc., Allyn & Bacon.
- Williams, L. 1988, *Finding Out About Society*, Unwin Hyman, London.

Resources

- The subject's professional association, the Society and Culture Association, is located at: https://sca.nsw.edu.au/
- 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
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- 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.

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1. Lesson Plan	Equiv. of 2000 words	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F.4	Friday 27/3/2020 By 5.00pm
2. Outline of a unit of work for a stage 6 Society and Culture class	Equiv. of 3500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.4.1, 1,5,1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Friday 8/5/2020 By 5.00pm
3. Microteaching	10 min.	S/U	1,2,3,4,5,6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B. 1 D. 1, 5 F. 4	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 Task 1

Task: Lesson plan (2 000 words equivalent)

Date due:	Friday, 27th March by 5pm
Weighting:	40%
Length/format:	2000 words using lesson plan template provided
Purpose:	To plan and design one 60-minute lesson for a mixed-ability Stage 6 Year 11 Society and Culture class
Learning outcomes assessed	1,3, 4, 5, 6
How to submit:	Electronic submission via Moodle, using Turnitin
Return of assignment:	2 weeks from submission date
Assessment criteria	You will be marked on your ability to: • 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.

Plan and design one 60-minute lesson for a mixed-ability Stage 6 Year 11 Society and Culture 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.

Assessment Task 2

Task:	Outline of a unit of work
Date due:	Friday, 8th May by 5pm
Weighting:	60%
Length/format:	3 500 words equivalent
Purpose:	Prepare an outline for a unit of work for a Stage 6 Year 11 Society and Culture class.
Learning outcomes assessed	1,2, 3, 4, 5, 6
How to submit:	Electronic submission via Moodle, using Turnitin
Return of assignment:	2 weeks from submission date
Assessment criteria	You will be marked on your ability to: • Provide a comprehensive rationale • Select and develop appropriate activities • Communicate in clear, standard Australian English.

Prepare an outline for a unit of work for a Stage 6 Year 11 Society and Culture 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:

- 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 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
EDST6722 SOCIETY AND CULTURE METHOD 1

Student Name: Student No.:
Assessment Task 1: Lesson plan for Stage 6 Preliminary Society and Culture

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Society and Culture teaching • lesson content reflects understanding of the learning needs of the specific class					
Depth of analysis and/or critique in response to the task • ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plan, structure and resources consistently link to syllabus topic and outcomes, and show evidence of subject knowledge					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in Society and Culture method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.					
Structure and organisation of response • 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. • differentiation strategy clear and explicit in lesson					
Presentation of response according to appropriate academic and linguistic conventions • lesson plan and reflection meet appropriate academic and linguistic conventions					
GENERAL COMMENTS					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) 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
EDST6722 SOCIETY AND CULTURE METHOD 1

Student Name: Student No.:
Assessment Task 2: Outline of unit of work for stage 6 Preliminary Society and Culture

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, researc and practice • clarity and accuracy in use of key terms and concepts in unit planning • design of a unit outline which demonstrates an ability to differentiate the curriculu to cater for diverse learning approaches and needs where appropriate • essential components integrated effectively into unit of work					
Depth of analysis and/or critique in response to the task • ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requiremer of the Education Act • unit of work reflects clear understanding of syllabus and pedagogical requiremer and displays knowledge of ICT and literacy strategies, and sequences lessons appropriately • teaching strategies and resources are varied and appropriate for Stage 6 Preliminary course, and reflect subject knowledge					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically to material, research and ideas presented in Society and Culture method lectures, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity, which is acknowledged in bibliography					
Structure and organisation of response • rationale linked to syllabus outcomes and content and explains unit content and teaching strategies • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students where appropriate, and how these factors may affect learning.					
Presentation of response according to appropriate academic and linguistic conventions • Unit of work meets appropriate academic and linguistic conventions					
GENERAL COMMENTS					

Lecturer: **Date:**

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

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)