# EDST6706

Geography Method 1

Term 1, 2022

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|------|-------|--------------|----------|-------|
| Andrew Toovey | a.toovey@unsw.edu.au | by appointment | | |

## School Contact Information

School of Education
Arts, Design and Architecture
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# Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

# Course Details

## Units of Credit 6

## Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

## Summary of the Course

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course, you will begin to learn how to teach Geography in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

## Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Geography Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
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
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

## 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 |
| 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 |
| 2.2.1 | Organise content into an effective learning and teaching sequence. | 1,2 |
| 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 |
| 3.2.1 | Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies. | 2 |
| 3.3.1 | Include a range of teaching strategies. | 1,2 |
| 3.4.1 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning. | 1,2 |
| 3.5.1 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 1 |
| 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 |
| 4.2.1 | Demonstrate the capacity to organise classroom activities and provide clear directions. | 1 |
| 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 |
| 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 |
|---|---|---|---|
| A | Aboriginal and Torres Strait Islander Education | 1-12 | 1,2 |
| B | Classroom Management | 1-10 | 1 |
| C | Information and Communication Technologies | 1-14 | 1,2 |
| D | Literacy and Numeracy | 1-15 | 1,2 |
| E | Students with Special Educational Needs | 1-9 | 1,2 |
| F | Teaching Students from Non-English-Speaking Backgrounds | 1-11 | 1,2 |

## Teaching Strategies

**Rationale**:

This subject aims to develop in each student the ability to effectively teach Geography to secondary school students with an emphasis on the NSW Geography curriculum. 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 Geography classroom. Emphasis will be given to the relationship between Geography, literacy and numeracy and the role and value of Geography 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.

**Teaching Strategies:**

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.

Online learning from readings on the Blackboard website

Online discussions

Peer teaching in a simulated classroom setting

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

# Assessment

| Assessment task | Weight | Due Date | Course Learning Outcomes Assessed |
|---|---|---|---|
| 1. Lesson plan | 40% | Wednesday 23/3/2022 | 1, 2, 3, 4, 5, 6 |
| 2. Unit of work outline | 60% | Wednesday 27/4/2022 | 1, 2, 3, 4, 5, 6 |

## Assessment 1: Lesson plan

**Due date:** Wednesday 23/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

**Additional details**

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: Unit of work outline

**Due date:** Wednesday 27/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

**Additional details**

In the rationale:

- 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 fieldwork activity
- outlines only for the other teaching materials required.

# RUBRIC/FEEDBACK SHEET
# EDST6706 GEOGRAPHY METHOD 1
# UNSW SCHOOL OF EDUCATION

**Assessment Task 1: Lesson plan**

| Specific Criteria | (-)——————————>(+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br><br>• Links to outcomes, clear learning goals<br><br>• Rationale that supports approach to the lesson | | | | | |
| **Depth of analysis and critique in response to the task**<br><br>• Synthesis of information<br><br>• Creative teaching strategies for effective learning | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br><br>• Reference to resources in a range of relevant areas | | | | | |
| **Structure and organisation of response**<br><br>• Appropriate strategies for the class and topic<br><br>• Lesson plan format followed<br><br>• Ability to sequence and scaffold activities | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br><br>• Clarity of communication in academic English | | | | | |
| **General comments/recommendations for next time:** | | | | | |

| Specific Criteria | (-)——————————>(+) |
|---|---|
|  |  |

**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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

# RUBRIC/FEEDBACK SHEET
# EDST6706 GEOGRAPHY METHOD 1
# UNSW SCHOOL OF EDUCATION

**Assessment Task 2: Unit of work outline**

| Specific Criteria | (-)——————————>(+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved** <br><br> • Syllabus and topic followed, clear links to outcomes, clear lesson structures | | | | | |
| **Depth of analysis and critique in response to the task** <br><br> • Creative and engaging strategies | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response** <br><br> • Incorporation of ICT and links to wider resources | | | | | |
| **Structure and organisation of response** <br><br> • Sequential lessons incorporating formative assessment, ICT, groupwork and fieldwork <br><br> • Rationale with approach justified and prior knowledge considered | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions** <br><br> • Clarity of communication in academic English | | | | | |
| **General comments/recommendations for next time:** | | | | | |

| Specific Criteria | (-)————————————>(+) |
|---|---|

**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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

# Attendance Requirements

**School of Education Attendance Requirement**

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

# Course Schedule

View class timetable

## Timetable

| Date/Module | Type | Content |
|---|---|---|
| Session 1 (Tuesday 15th February) | Lecture | The importance of Country and First Nations in Geography |
| | Tutorial | Exploring the Landscapes and Landforms Unit |
| Session 2 (Tuesday 22nd February) | Lecture | Planning Lessons and Programming Units |
| | Tutorial | Exploring the Place and Liveability Unit |
| Session 3 (Tuesday 1st March) | Lecture | Mapping Skills in Stage 4 and 5 Geography |
| | Tutorial | Exploring the Water in the World Unit |
| Session 4 (Tuesday 8th March) | Lecture | Spatial Technologies in Stage 4 and 5 Geography |
| | Tutorial | Exploring the Interconnections Unit |
| Session 5 (Tuesday 15th March) | Lecture | Assessment and Feedback in Stage 4 and 5 Geography |
| | Tutorial | Exploring the Sustainable Biomes Unit<br><br>Microteaching |
| Session 6 (Tuesday 22nd March) | Lecture | Pedagogies in Geography |
| | Tutorial | Exploring the Changing Places Unit<br><br>Microteaching |
| Session 7 (Tuesday 29th March) | Lecture | Differentiation and Diversity in the Geography Classroom |
| | | |

| | Tutorial | Exploring the Environmental Change and Management Unit

Microteaching |
|---|---|---|
| Session 8 (Tuesday 5th April) | Lecture | Geographical Tools: Graphs and Statistical Skills; Visual Representations |
| | Tutorial | Exploring the Human Well Being Unit |
| Session 9 (Tuesday 12th April) | Online Activity | Fieldwork: The Heart of Geography |
| | Online Activity | Exploring the Elective Geography Syllabus |
| Session 10 (Tuesday 19th April) | Fieldwork | Fieldwork Activity in Sydney Olympic Park (Date and Time TBC) |

# Resources

## Prescribed 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) 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/

# Submission of Assessment Tasks

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

# Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

**UNSW groups plagiarism into the following categories:**

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism")**: Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

**Correct referencing practices**

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy

- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

# Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

## Image Credit

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## CRICOS

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