

EDST6719

Legal Studies Method 1

Term 1, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
TBC TBC	education@unsw.edu.au			

School Contact Information

School of Education
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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 Legal Studies 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 Legal Studies 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
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
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
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.	2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance	1, 2

	and structure of the content and teaching strategies of the teaching area.	
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.	1, 2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
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, 2
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, 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
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2

National Priority Area Elaborations

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

Teaching Strategies

Rationale:

This subject aims to develop in each student the ability to effectively teach Legal Studies to secondary school students with an emphasis on the NSW Legal Studies and Commerce curricula. During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Stage 6 Legal Studies and Stage 4 and 5 Commerce classroom. Emphasis will be given to the relationship between Legal Studies, Commerce, literacy and numeracy and the role and value of commercial and legal concepts 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 including 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 an effective lesson sequence suitable for a variety of Stage 6 students
- plan a logical, sequential, cohesive lesson plan
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of legal studies pedagogies appropriate to the material to be delivered
- show knowledge of the NSW Preliminary Legal Studies Stage 6 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 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)
- outlines only for the other teaching materials required.

RUBRIC/FEEDBACK SHEET

EDST6719 LEGAL STUDIES METHOD 1

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Assessment Task 2: Unit of work outline

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • 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) • Use a variety of legal studies pedagogies appropriate to the material to be delivered 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Recognise and respect students' diverse social, ethnic, cultural and religious backgrounds and their effect on learning (explicit or implicit) • Devise specific strategies (activity or worksheet) for teaching: Aboriginal and Torres Strait Islander students and 1 other of the following - Students with Special Education Needs; Non-English-Speaking Background students; Students with Challenging Behaviours 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Reference specific material, research and ideas presented in the Legal Studies Method, Combined Method and the Professional Experience lectures • Research and show evidence of reading the allocated text and topic 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Plan a logical, sequential, cohesive sequence of lessons 					

Specific Criteria	(-)—————>(+)				
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses 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
1	Lecture	<ul style="list-style-type: none">• Overview of the Stage 6 Legal Studies syllabus• Physical, social, and intellectual development of students and how this affects their engagement in learning• The Quality Teaching Framework and other pedagogical models
	Tutorial	<ul style="list-style-type: none">• Research on how students learn• Structure of the Legal Studies syllabus• Assessment requirements for the semester
2	Lecture	<ul style="list-style-type: none">• Lesson planning using course outcomes• Importance of matching teaching strategies to individual needs• How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students
	Tutorial	<ul style="list-style-type: none">• Examine and compare a range of lesson plans and programmes• Analyse varying approaches to curriculum planning• Develop culturally responsive teaching strategies and resources
3	Lecture	<ul style="list-style-type: none">• Setting challenging learning goals in lesson planning• Teaching strategies for Legal Studies<ul style="list-style-type: none">◦ opening and closing the lesson◦ teacher-talk and providing clear instructions

		<ul style="list-style-type: none"> ◦ independent learning ◦ pair and group work
	Tutorial	<ul style="list-style-type: none"> • Setting high expectations for learning • Strategies for making learning goals explicit for students • Workshop to explore and evaluate teaching strategies to meet learning goals and outcomes • Apply strategies to Preliminary Course Core Part I: The legal system
4	Lecture	<ul style="list-style-type: none"> • What is differentiation? How is it implemented in the classroom to meet student needs?
	Tutorial	<ul style="list-style-type: none"> • How to structure instructions, questioning and transitions between activities • Demonstrate microteaching • Create differentiated teaching and learning strategies using Preliminary Course Core Pt I: The legal system • Importance of ethical and respectful behaviour
5	Lecture	<ul style="list-style-type: none"> • Sequencing subject content across lessons within a unit of work for Preliminary
	Tutorial	<ul style="list-style-type: none"> • Content selection and scope of content for effective lesson sequences for one stage • Microteaching
6	Lecture	<ul style="list-style-type: none"> • Using ICT in the preparation and delivery of lessons • Visual literacy in Legal Studies (posters, tables, mind mapping, diagrams and use of technology)
	Tutorial	<ul style="list-style-type: none"> • Examine and analyse a range of ICTs to engage students in Legal Studies lessons. • Microteaching
7	Lecture	<ul style="list-style-type: none"> • Inclusive student participation and engagement in the classroom • Teaching and learning strategies and thinking routines: application to the teaching of Legal Studies
	Tutorial	<ul style="list-style-type: none"> • Strategies for inclusion, participation and engagement • Apply a range of thinking routines to develop teaching and learning strategies

		<ul style="list-style-type: none"> for Core Part II: The individual and the law • Microteaching
8	Lecture	<ul style="list-style-type: none"> • Essay writing in Legal Studies and the importance of the 'effectiveness criteria'
	Tutorial	<ul style="list-style-type: none"> • How to scaffold Legal Studies essays and discuss sample responses on the Assessment Resource Centre.
9	Lecture	<ul style="list-style-type: none"> • Demonstration of drafting worksheets (use of scenario-based stimulus, visual elements and design)
	Tutorial	<ul style="list-style-type: none"> • Evaluation of sample worksheets • Create worksheets for Core Part III: Law in practice
10	Lecture	<ul style="list-style-type: none"> • Preparation for Professional Experience • Becoming a reflective teacher through the feedback cycle
	Tutorial	<ul style="list-style-type: none"> • Are you ready for PE1? What you need, expectations and managing your workload • If practicable, PE from a recent student • Strategies for review and change to embrace reflection and change • Online course evaluation

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.

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 who 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

All students must have a copy of the Legal Studies syllabus and other relevant documents. These can be downloaded from the NSW Education Standards Authority www.educationstandards.nsw.edu.au

NSW Education Standards Authority, *Stage 6 Syllabus, Legal Studies, Preliminary and HSC Courses*, June 2009

NSW Education Standards Authority, *Assessment and examination materials in Legal Studies: Assessment and Reporting (2017)*

NSW Education Standards Authority, *Assessment and examination materials in Legal Studies: Common grade scale for Preliminary courses*

NSW Education Standards Authority, *Support materials in Legal Studies: Units of work*

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.
- Barry, K. and King, L. (1998). *Beginning Teaching and Beyond*, (3rd Edition). Social Science Press: Katoomba
- 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.
- Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.
- 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
- Marsh, C (2004). *Becoming a Teacher*, Longman: NSW, Frenchs Forest (3rd Edition).
- 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
- Wiggins, G and McTighe, J (1998). *Understanding by Design*. Alexandria, VA USA, Association for Supervision and Curriculum Development (ASCD)

Legal Studies Preliminary and HSC Texts

- Hamper, D et al (2009). *Legal Studies Preliminary Course*, Pearson Australia 2009
- Hamper, D et al (2010). *Legal Studies HSC Course*, Pearson Australia, 2010
- Milgate, P et al (2010). *Cambridge Legal Studies HSC*, Cambridge University Press, Port Melbourne, 2010.
- Milgate, P et al (2009). *Cambridge Preliminary Legal Studies*, Cambridge University Press, Port Melbourne, 2010.

Legal Studies Association of NSW

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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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