EDST6722

Society and Culture Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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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 Society and Culture 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 Society and Culture 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.	1,2
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
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for	1,2

	differentiating teaching to meet the specific learning needs of students across the full range of abilities.		
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.	1,2	
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures, and languages.	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.	1,2	
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.	1,2	
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	2	

National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4,7	1,2
B	Classroom Management	1	1
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	2

Teaching Strategies

EDST 4174, Society and Culture Method 1, focuses on the aims, objectives and outcomes that underpin the teaching and learning of Society and Culture in NSW secondary schools.

The course will provide opportunities for pre-service teachers to develop the skills of a reflective classroom practitioner and knowledge of DET and BoS documents and requirements. There will be continuing opportunities for students to engage in discussion and demonstration of best practice in the teaching and learning of Society and Culture.

Lectures will provide an introduction to aspects of educational psychology relevant to the cognitive and affective development of adolescents. Lectures and tutorials will include an overview of classroom management theories and practices.

In tutorials students will gain practical experience in programming and lesson planning. Students will be introduced

to a variety of teaching strategies. Students will have experience working collaboratively and in small group

situations.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Friday 25/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Friday 29/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Friday 25/3/2022

Plan and design one 60-minute lesson for a Stage 6 Preliminary 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.

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.

Assessment 2: Unit of work outline

Due date: Friday 29/4/2022

Prepare an outline for a unit of work for a Stage 6 Preliminary 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:

- 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.

You will be marked on your ability to:

- Provide a comprehensive rationale
- Select and develop appropriate activities
- Communicate in clear, standard Australian English.

RUBRIC/FEEDBACK SHEET
EDST6722 SOCIETY AND CULTURE METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Lesson plan

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 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					

Specific Criteria	(-)——————————>(+)				
• 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/recommendations for next time:					

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
EDST6722 SOCIETY AND CULTURE 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 • 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 unit planning • design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs where appropriate • essential components integrated effectively into unit of work					
Depth of analysis and 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 requirements of the Education Act • unit of work reflects clear understanding of syllabus and pedagogical requirements 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					

Specific Criteria	(-)—————————————>(+)				
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/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.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
1	Lecture	**Introduction & Society and Culture Framework** • Where does it fit in HSIE? • Syllabus orientation and key elements • Introduction to concepts and research methods • Social and Cultural literacy
	Tutorial	**Teaching and learning strategies:** • Ice-breaker games and team-building activities • Think, pair, share **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
	Reading	• NESA syllabus: Stage 6 Society and Culture pp5-17, 24-25 • Society and Culture 3rd ed, Thompson et al, pp 2-10 & 24-33
2	Lecture	**The Social and Cultural World I**

			• Nature of the social and cultural world • Teaching the concepts • Qualitative and quantitative research/Teaching ethical research
		Tutorial	**Teaching and learning strategies:** • Visible Thinking Routines • Blooms taxonomy of questions • Thinkers Keys **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
		Reading	• NESA syllabus: Stage 6 Society and Culture pp 26-29 • Society and Culture 3rd ed, Thompson et al, pp 34-42 • Visible Thinking Routines https://pz.harvard.edu/thinking-routines • Thinkers Keys https://www.thinkerskeys.com/thinkerskeys/ • Digital Blooms Taxonomy http://www.ccconline.org/wp-content/uploads/2013/11/Churches_2008_DigitalBloomsTaxonomyGuide.pdf
3		Lecture	**The Social and Cultural World II** • Looking in/Looking out: exploring the social and cultural world of a different cultural group
		Tutorial	**Teaching and learning strategies:** • Introduction to lesson planning
		Reading	• NESA syllabus: Stage 6 Society and Culture pp 26-29 • Society and Culture 3rd ed, Thompson et al, pp 2-42 • Lesson planning https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-t

4	Lecture	**Personal and Social Identity I:** • Personality, identity and agents of socialisation • The nature / nurture debate • Adolescence
	Tutorial	**Teaching and Learning Strategies:** • Explicit teaching of how to construct a lesson plan • How to collect evidence from a lesson • How to collect evidence for formative assessment • How to reflect • How to use evidence from Lesson A to design Lesson B • How to annotate lesson evidence for Accreditation
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture 3rd ed, Thompson et al, pp 43-68
5	Lecture	**Personal and Social Identity II:** • Theories about understanding the physical and social self • Embedding literacy
	Tutorial	**Teaching and Learning Strategies:** • X charts • Interactive posters • Effective questioning • Literacy strategies **Microteaching** **Moodle Extension:** • Select one topic and related activity from the textbook and redesign it with scaffolded literacy support for EAL/D learners
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture 3rd ed, Thompson et

(The links in the first cell appear at top of table:)

eachers/refining-practice/planning-a-lesson

		al, pp 43-68
		• Interactive posters www.glogster.com • Questioning strategies https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning/key-questioning-strategies
6	Lecture	**Personal and Social Identity III:** • Transitions through the life course • Changing rights and responsibilities • Theories of generations • Looking in/looking out: exploring the processes of socialisation in a different cultural group
	Tutorial	**Teaching and Learning Strategies:** • This I believe - personal reflection • Developing an effective questionnaire • Interactive learning/games **Microteaching** **Moodle Extension:** • Develop an overview for a potential cross cultural focus study group (500 words)
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 30-32 • Society and Culture 3rd ed, Thompson et al, pp 43-68
7	Lecture	**Assessment and Writing** • Developing an assessment task for PSI • Synthesis • Scaffolding an extended response
	Tutorial	**Teaching and Learning Strategies:** • The chocolate game for learning HSC directive verbs • Explicit teaching of backwards mapping for assessment/how this fits with learning continuum • How to do this with other teachers and manage conflicting interests • Applying the Common Grade Scale and

		• NESA standards • Developing a synthesised paragraph **Microteaching**
	Reading	• NESA Assessment and Reporting https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/assessment-and-reporting • Society and Culture Assessment and Reporting https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting • Common Grade Scale https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale • CESE What Works Best https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update
8	Lecture	**Intercultural Communication I:** • Process of communication • Verbal and non-verbal communication • Differentiation • Introduction of programs
	Tutorial	**Teaching and Learning Strategies:** • Verbal and non-verbal communication activities such as scattegories, charades and taboo • Teaching in the digital world **Moodle Extension:** Share a game, differentiation strategy or adjustment you would use when teaching this topic. Maximum 300 words
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture 3rd ed, Thompson et al, pp 87-96
9	Lecture	**Intercultural Communication II:**

		• Communication and social control • Communication rights and responsibilities • Impact of changing communication technologies • Modelling of programming
	Tutorial	**Teaching and Learning Strategies:** • Deconstruction / reconstruction of a program • Backwards mapping from HSC exam/outcomes • Development of AT2 – opportunities for teacher feedback and peer collaboration
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture 3rd ed, Thompson et al, pp 97-109 • NESA Programming https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming
10 Asynchronous	Lecture	Online Q&A in preparation for final assessment task
	Tutorial	**Teaching and Learning Strategy:** • Students to work on final assessment task
	Reading	• NESA syllabus: Stage 6 Society and Culture pp 33-34 • Society and Culture 3rd ed, Thompson et al, pp 97-109 • NESA Programming https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming
11	Lecture	**Intercultural Communication III** • Looking in/looking out: exploring intercultural communication with a different cultural group
	Tutorial	**Teaching and Learning Strategy:** • Prep for Professional Experience **MyExperience: online evaluation**
	Reading	• NESA syllabus: Stage 6 Society and

| | | | Culture pp 33-34 |
| | | | • Society and Culture 3rd ed, Thompson et al, pp 110-122 |

Resources

Prescribed 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) (2021) *Society & Culture: Preliminary and HSC. 3e.* 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.
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- 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
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- 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*.
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- Whitton, D., Sinclair, C., Barker, K., Nanlohy, P., & Nosworthy, M. (2004). *Learning for teaching: teaching for learning*. Melbourne: Thomson.
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- Williams, L. 1988, *Finding Out About Society*, Unwin Hyman, London.

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

Recommended Resources

- Bruseker, K., Dark, L., Emo, A., Howard, E. (2021) *Cambridge Society and Culture Stage 6,* Cambridge University Press

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

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