



School of Education

EDST6724
History Extension Method 1

Semester 1, 2018

Contents

1. LOCATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6724 History Extension Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Convenor: Linda Kovacs
Office Location: John Goodsell 130
Email: l.kovacs@unsw.edu.au
Availability: via email

3. COURSE DETAILS

Course Name	History Extension Method 1
Credit Points	6 units of credit (uoc)

National Priority Area Elaborations

Priority area	
A. Aboriginal and Torres Strait Islander Education	A 1 / 2 / 3 / 4 / 5 / 6 / 8
B. Classroom Management	B 1 / 2 / 4 / 5
C. Information and Communication Technologies	C 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12
D. Literacy and Numeracy	D 3 / 5 / 8 / 12 / 15 / 18 / 19
E. Students with Special Educational Needs	E 6 / 7 / 8 / 9
F. Teaching Students from Non-English Speaking Backgrounds	F 1 / 3 / 4 / 5 / 7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Elective 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 History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History 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

6. COURSE CONTENT AND STRUCTURE

Current issues in History teaching

11
14 . 18 May

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6724 EXTENSION HISTORY METHOD 1

Student Name: _____ Student No.: _____
 Assessment Task: Task 1 - Resources for History Elective Flipped Learning

SPECIFIC CRITERIA	(-)	_____	(0)	_____	(+)
Understanding of the question or issue and the key concepts involved Demonstrates a clear understanding of how flipped learning can be appropriately used in History Elective lessons. Clarity and accuracy in use of key terms and concepts in history teaching.					
Depth of analysis and/or critique in response to the task Ability to plan and design detailed, well-structured and appropriate resources for History Elective flipped learning lessons. Awareness of the need for different strategies and approaches to meet the different cultural backgrounds and learning needs of students Knowledge of resources to engage and extend students.					
Familiarity with and relevance of professional and/or research literature used to support response Specific reference to material, research and ideas presented in History Extension Method lectures, readings from the prescribed text and other sources. Content clearly linked to syllabus content, outcomes and chosen strategies.					
Structure and organisation of response Presents resources that address the History Elective Syllabus requirements Presents resources that are clear and logical in structure. Presents teaching and learning activities that are relevant to the content, and Stage appropriate					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/ RECOMMENDATIONS FOR NEXT TIME 					

Lecturer _____ Date _____
 Recommended: / 20 (FL PS CR DN HD) Weighting: 50%

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

Task 2 – Historical Fiction/Film for the History Elective Classroom

Due: 17/5/18

Length: 2 500 words

Weight: 50%

Task Description: you will present an essay response to the Focus Question. The essay will provide critical reviews of a selection of literature including, an example of historical fiction for young adult readers, historical studies and academic commentary on historical fiction.

Focus Question: To what extent is historical fiction a useful resource for the History Elective classroom?

Task Instructions: to respond to the Focus Question you will need to,

- a) Select an historical novel written for young adult readers or a recent movie linked to an area of the syllabus.
- b) Decide and note which History Elective topic the novel/film selected in part a) would be relevant for.
- c) Locate at least TWO historical works that discuss the historical period/ personality/ event of your novel or film.
- d) Find at least TWO relevant academic commentaries that discuss historical fiction or history through film (**N.B.** these academic commentaries do not have to discuss your novel, or the topic of your novel. Your commentaries may discuss adult historical fiction.)
- e) Think about the range of student learning styles that you would need to cater for in a mixed ability classroom.

Written Presentation: Your submitted task should be set out as follows:

Essay and full Reference List set out as per UNSW guidelines

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6724 EXTENSION HISTORY METHOD1

Student Name:

Student No.:

Assessment Task: Task 2 . Historical Fiction for the History Elective Classroom

SPECIFIC CRITERIA	(-) _____	(+)
Understanding of the question or issue and the key concepts involved Demonstrates a clear understanding of the issues associated with using historical fiction in a History Elective classroom. Clarity and accuracy in use of key terms and concepts in history teaching.		
Depth of analysis and/or critique in response to the task Critically reviews a selection of literature required by the task. Critically reviews a selection of literature relevant to the task. Demonstrates awareness of possibilities for differentETc.67 382.03 54.984 rev		

8. RESOURCES

Essential Documents.

Students must be familiar with:

NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW

Board of Studies (2012). *Syllabus for History Years 7 - 10*, North Sydney, NSW. Access at / download from http://www.boardofstudies.nsw.edu.au/syllabus_sc/history-elective-7-10-syllabus.html

Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation

<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>

NCHE Professional Digest

<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page>

Course Readings: Available on Moodle.

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*. Allen and Unwin, Crows Nest.

Carr, E.H., (1981). *What is History?* Harmondsworth: Penguin.

Clark, A., (2008). _____, Sydney: UNSW Press.

Curthoys, A. & Docker, J. (2005). *Is History fiction?* Sydney: UNSW Press.

Fines, J., (1983). *Teaching History*, Holmes McDougall Seminars.

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*.