

School of Education

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6706 Geography Method 1 (6 units of credit)
Term 1 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Andrew Toovey
Email: a.toovey@unsw.edu.au
Availability: Please email to arrange an appointment

3. COURSE DETAILS

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|----------------------|--|
| Course Name | Geography Method 1 |
| Credit Points | 6 units of credit (uoc) |
| Workload | 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_S1.html |

SUMMARY OF THE COURSE

This course prepares student teachers for the teaching of Geography in secondary schools in NSW.

STUDENT LEARNING OUTCOMES

| Outcome | Assessment/s |
|---------|--|
| 1 | Identify foundational aspects and structure of the NSW Board of Studies 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 |

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

| Standard | Assessment/s |
|----------|--|
| 1.2 | Demonstrate knowledge and understanding of research into how students learn and the implications for teaching |
| 1.3 | Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area |
| 2.2 | Organise content into an effective learning and teaching sequence |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students |
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies |
| 3.3 | Include a range of teaching strategies |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate learning |

6.3 Seek and apply constructive feedback from supervisors and teachers to improve teaching practices

6. COURSE CONTENT AND STRUCTURE

| Week/Module | Lecture Topic | Tutorial Topic |
|-------------|--|---|
| 20 Feb | On being a Beginning Geography Teacher National Priority Area Elaborations A4-A5, B1 | Tutorial: Biography, motivation and expectations: Why you are here affects Teaching Strategy Focus: Getting to know your students and making sure they know each other |
| 27 Feb | The NESA Geography Syllabus 7-10 and its link to Stage 3 HSIE National Priority Area Elaborations A8 | Tutorial: Programming in Junior Geography/ICT ideas Teaching Strategy Focus: Group work |
| 6 March | No Class | |
| 13 March | Senior Geography Syllabus Year 12 Course National Priority Area Elaborations B 6, F9-11 | Tutorial: Issues in programming for a differentiated curriculum Teaching Strategy Focus: Group Work Microteaching |
| 20 March | No Class | |
| 27 March | No Class | |
| 3 April | Geography Fieldwork National Priority Area Elaborations B7 | Tutorial: Planning for Fieldwork/Virtual Fieldwork Teaching Strategy Focus: Fieldwork in the local area |
| 10 April | Senior Geography Stimulus Interpretation/Geography Tools and Skills National Priority Area Elaborations A8 A10 | Tutorial: Interpreting Graphs and Photos Teaching Strategy Focus: Assessing understanding |

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|----------|--|--|
| 17 April | Senior Geography Syllabus Year 11 Course <i>National Priority Area Elaborations C6 C13</i> | Tutorial: Programming Introduction ICT in Senior Geography Teaching Strategy Focus: Pair Work <i>Microteaching</i> |
| 24 April | Teaching about Australian Environments, Communities and Issues <i>National Priority Area Elaborations B9-B10</i> Stage 5 Geography Incorporating Civics and Citizenship in the Classroom | Tutorial: Fieldwork/Making Geography real Teaching Strategy Focus: Learning by doing |
| 1 May | | |

**EDST 6706
HURDLE REQUIREMENT**

ASSESSMENT 3 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and

**NSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6706 GEOGRAPHY METHOD 1**

Student Name:
Assessment Task 1

Student No.:

| SPECIFIC CRITERIA | (-) | □□(+) | | | |
|---|-----|-------|--|--|--|
| <p>Learning Goals</p> <p>Ability to identify a clear and appropriate learning goal</p> <p>Ability to link this goal to appropriate syllabus outcomes</p> | | | | | |
| <p>Lesson Sequence</p> <p>Ability to sequence and scaffold activities in a manner that would promote effective learning</p> | | | | | |
| <p>Lesson strategies</p> <p>Learning strategies are appropriate for the Legal Studies class and for the topic</p> | | | | | |

Differentiation Strategies

Ability to incorporate appropriate differentiation strategies

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:

zID:

Date:

Details