School of Education

EDST6736
Geography Method 2

Term 2, 2019

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6736 Geography Method 2 (6 units of credit)
Term 2, 2019

2. STAFF CONTACT DETAILS

Course Coordinator(s): Andrew Toovey
Email: a.toovey@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Geography Method 2
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_T2.html

SUMMARY OF THE COURSE

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

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK

The hurdle requirement is now held as a component of module 7, rather than earlier in the course. This change allows students more time to complete and submit the online assessment course and common e-portfolio. NB: The same portfolio covers both methods for which the student is enrolled.

More time has been allocated for exploring key questions that Senior Geography teacher s wrestle with such as holistic versus discrete planning, integrating skills, where to find good resources

Due to their significance in the Senior Geography classroom, ICTs such as Spatial Technologies have been incorporated into lecture and tutorials each week

5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 8
B. Classroom Management	
C. Information and Communication Technologies	4, 5, 8, 12
D. Literacy and Numeracy	1, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
E. Students with Special Educational Needs	6, 7
F. Teaching Students from Non-English Speaking Backgrounds	2, 6, 9

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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. The lectures and tutorials are designed to be supportive and friendly, as students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

o 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

o
  different approaches to learning and the use of a range of teaching strategies to foster interest and support learning

o structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice

7. RESOURCES

Required Readings

NESA (2016) Geography K-10 Syllabus (Interactive web version / PDF download available at http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/)

Kleeman et al (2008) Keys to Fieldwork Macmillan

Further Readings

Harrison, N (2008),

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Scope and sequence and one assessment task for one term: Preliminary	2,000 words equivalent	40%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 3.2.1, 5.3.1, 6.3.1	D.1, 4, 7, 8, 11,19 E.7 F.9	Thursday 8th August By 5.00pm
Assessment 2 Unit of work for Year 12	3.000 words equivalent	60%	1, 2, 3, 4, 5	1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.2.1, 5.1.1, 5.4.1	A.5. 8 C.4, 5, 8, 12 D.4, 8. 10, 11, 12, 15 E.2 F.5, 7, 9	Wednesday 4th September By 5.00pm

Assessment Details

Assessment 1 (2,000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions for the term
how the feedback form the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengthmm0 G[(r)-3(i)5(te 1 0 /)7(c)-5(h/4]TÆT5(u)-9(dedbng)-7( )]TÆTQq0.0000088a)-17(()-db2

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given ake the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.
View some work samples that teachers in your subject area have aligned to grades A to E at NESA or ACARA workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text
    1. ensure anonymity by removing student names and destroying the samples at the end of the course.
    2. include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
    3. annotate the task to indicate what worked well and what needs changing if it were to be used again
    4. include the assessment criteria and/or marking scheme/rubric for each task
    5. provide annotations (with time codes if your sample is audio- or video-based) to

this student work is in relation to those overall expectations/standards as well in relation to their previous performance

8. provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

9. indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide

commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

NOTES:
The student work samples must be authentic. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher

due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 6736 Geography Method 2

Student Name:

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET

STUDENT TEACHER

Name:	zID:	Date:

Details

Method		Topic/level	

AITSL Standard 5
Assess, provide feedback and report on student learning

Comments

A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)

Has the purpose of the assessment task been described appropriately?
Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?
Does the marking rubric/style provide diagnostic information for the student?

B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)

Does the feedback allow the assessment to be used for formative purposes?
Is feedback expressed in appropriate language for the age/stage of the students?
Does the feedback
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