School of Education

EDST6952
Science Method 2

Term 2, 2019

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6952 Science Method 2 (6 units of credit)
Term 2 2019

2. STAFF CONTACT DETAILS

STUDENT LEARNING OUTCOMES

AITSL PROFESSIONAL GRADUATE TEACHING STANDARDS

Standard	
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	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
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

their tutor the next day only. A debriefing session will be conducted 15 minutes prior to the end of each tutorial.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1 (24 hours eq. lecture/ tutorial time)	***On-line assessment module*** Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders.	Critically describe the role of assessment in ensuring effective learning and teaching; evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. Content of this module will be assessed during the Hurdle Requirement in Module 7
2	The *Investigating Science Stage 6 Syllabus*	Deconstructing the Stage 6 Syllabus, including Stage 6 Depth Studies
3	Teaching Life Skills in Stage 6	Writing Personal Education Plans and adjusting outcomes Teaching life skills students within a mainstream class
4	Planning a Stage 6 unit of Work Differentiation Selecting content	Differentiating teaching to meet specific learning needs in Stage 6 (EAL/D students, Aboriginal and Torres Strait Islander perspectives, Gifted and Talented students) Modifying lessons to cater for specific learning needs
5	Introduction to a range of Science-specific assessment strategies	Evaluating some Stage 6 Assessment Tasks
6	Inquiry Learning: Student Research	Projects and Depth Studies
7	Revisiting the National Professional Standards for Teachers; Professional Conduct and Ethics What sort of teacher do you want to be? Where to next? Job readiness, accreditation, school expectations Professional associations	**Hurdle Requirement as class activity:** Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders. Completing myExperience feedback form **Goals for PE2**

7. RESOURCES

Required Reading

Each student is required to obtain from the NESA website the following documents: Stage 6 Investigating Science Syllabus, and the Stage 6 Support Materials.

It is not necessary to purchase High School Science textbooks for this course. Textbooks will not usually be used during tutorials.

Other Readings

Bryson, B. (2004) A Short History of Nearly Everything, Black Swan, London
Harrison, N (2008), *Teaching and learning in Indigenous education.* Oxford, Sydney
Hazzard, J. (2004) The Art of Teaching Science: Inquiry and Innovation in Middle School and High
        School

Recommended websites

NESA
http://syllabus.nesa.nsw.edu.au/science/

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.

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

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.)

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 enough detail to indicate to pare

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 bmitted by the 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
EDST6952 SCIENCE METHOD 2

Student Name: Student No.:

Assessment Task 1: Scope and Sequence with Assessment Task for one term (preliminary)

SPECIFIC CRITERIA   (-) —————————➤ (+)

Student Name: Student No.:

Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-) ⟶ (+)

Understanding of the question or issue and the key concepts involved

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
    -
    -identify areas where the student needs to do more work?
    -indicate strategies to help the student improve?	

C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1) Is the difference between ranking and moderation understood? Does the student recognise the importance of following marking guides/rubrics? Can the student listen professionally to the opinions of others? Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint?	

D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)
 	
Is the student able to interpret that data accurately to make generalizations about the
    specific work samples they have collected?
Is the student able to triangulate different forms of student assessment data so that they
    can propose appropriate modifications to learning and teaching?	

E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1) Are feedback and reporting understood as separate tasks? Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? Has the student provided evidence that the Assessment Resource Centre (NESA) has been used to provide appropriate A, B, C, D, E grades?	

Comments:

Lecturer: **Date:**   **Satisfactory / Unsatisfactory (circle)**