



School of Education

EDST6925

Chemistry Method 1

Term 1, 2020

1. LOCATION

STUDENT LEARNING OUTCOMES

| Outcome | Assessment/s |
|---------|--------------|
| 1 | |

| | | |
|--------|--|---------|
| 3.5 .1 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | 1, 2, 3 |
| 3.6.1 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching | |

6. COURSE CONTENT AND STRUCTURE

| Module | Lecture | Tutorial |
|--------|--|----------|
| 1 | Introduction to course structure and requirements Developing contexts: (1) the value of Chemistry; (2) making Chemistry relevant in the | |

Additional 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*. All and Unwin, Crows Nest.
- Bryson, B. (2004) A Short History of Nearly Everything, Black Swan, London**
- 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*. Portsmouth, Heinemann
- Hazzard, J. (2004) *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Martin, K. (2008). The intersection of Aboriginal knowledges, 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.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Recommended websites

NESA

Science Teachers Association of NSW

<http://www.stansw.asn.au>

Assessment Details

Task 1 LESSON PLAN

Plan and design one 60-minute lesson for a Stage 6 class. The lesson plan must follow a standard SED format and be presented using the template provided.

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 strategies to cater for some students are therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task

HURDLE REQUIREMENT

ASSESSMENT TASK 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 practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed SED template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson.

Initial Lesson Plan: You are to prepare a lesson plan from Stage 6, for a 10 minute lesson that includes a **practical demonstration** by the teacher, using readily available materials. You must use the SED template provided to you in lectures. The main focus of the lesson should be on the delivery by the teacher of some science content and/or skills, supported by a demonstration. You should explicitly state the learning outcomes expected at the beginning of your lesson. Explicit teaching/acknowledgement of the literacy/numeracy needs required to access the content of the lesson must be included.

The final lesson plan should be submitted to the tutor via email on the day the lesson is presented, as well as a hard copy. The plan should include:

- an overview of the main ideas presented
- the expected student outcomes and content statements covered explicitly stated
- a brief description of where the lesson fits into the topic from which it is derived
- a description of the steps in the lesson and the time taken for each step
- a full description of the demonstration
- a brief activity that addresses literacy or numeracy

This task will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory**.

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:

zID:

Date: