School of Education

EDST6926
Biology Method 1

Term 1, 2020

Contents

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST69

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 programs to improve student learning.	2
4.2.1		

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Biology classroom. Emphasis will be placed on the relationship between the nature and practice of Biology, the role and value of Biology in society and models of pedagogy for teaching and assessing in Biology. A particular focus will be on strategies that can promote student engagement and achievement in Biology and common student misconceptions.

Student-centered activities will form the basis of the course. These activities will draw on the prior discipline knowledge of the students and will allow them to engage in relevant and challenging

7	Planning Units of Work: using the Stage 6 Biology Syllabus Using NESA support materials	Content selection and scope of content for effective lesson sequences for Year 11 Biology Course **Microteaching**
8	Depth Studies: individual versus collaborative projects; presenting research/fieldwork reports	Designing possible depth study tasks in Stage 6 Biology Writing rubrics and marking guidelines Formative assessment strategies- Self and peer assessment **Microteaching**
9	Investigating Science- a complement to Stage 6 Biology	Unpacking the Syllabus
10	Preparing for Professional Experience Organisational strategies for teaching Being a reflective teacher	Becoming a reflective teacher through the feedback cycle Completing myExperience feedback
Professional Experience 1		

7. RESOURCES

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

Assessment Details

Assessment 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 or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- choose an appropriate context

Microteaching Feedback Form for Pre-service Teacher