



School of Education

EDST6730  
Chinese Method 2

Term 2 2020

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### IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6730 Chinese Method 2 (6 units of credit)  
Term 2 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Cathleen Jin  
Email: [cathleen.jin@unsw.edu.au](mailto:cathleen.jin@unsw.edu.au)  
Availability: By appointment  
Tutor: Tong Baker  
Email: [t.baker@unsw.edu.au](mailto:t.baker@unsw.edu.au)  
Availability:



## 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

The course content covers a range of essential aspects of pedagogy specific to the teaching of Languages other than English in secondary schools. The teaching and learning philosophy underpinning this course is one of active engagement. The course is highly interactive, requiring students to participate by contributing their experience, knowledge and skills, carrying out research, involving themselves in dialogue with the lecturer and other students both in and out of class, undertaking self-reflection and taking responsibility for their own learning. The learning tasks provided will be challenging, highly practical and relevant to the teaching profession.

### 5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

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.

Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.

Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice.

Online learning from readings on Moodle.

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

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Content
1 (24 hours eq. lecture/ tutorial time)	<p><b><i>On-line assessment module</i></b>            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.</p>	<p>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.</p> <p>Content of this module will be assessed during the Hurdle Requirement in Module 7</p>
2	<p><u>Thursday 23 July</u>            Stage 6 – Beginners/ Continuers course  <i>Understanding the syllabus</i>  <i>themes</i>  <i>outcomes</i>  <i>scope and sequence</i>  <i>programming</i></p>	<p>Examining the Chinese syllabus            Developing a unit of work on one of the syllabus themes            Developing a resource kit</p>

## 7. RESOURCES

### ***Suggested 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.

Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Harrison, N (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2014) *Teaching Lite*





## **Assessment Details**

### **Assessment 1 (2000 wd eq, 40%)**

**PART 1:** Create a Year 11 preliminary course scope and sequence

## **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

**NOTES:**

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of tea  
5 to be discussed in class and submitted 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.

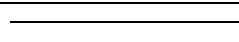
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FEEDBACK SHEET  
EDST6730 CHINESE METHOD 2

Student Name:

Student No.:

Assessment Task 1: Preliminary Scope and Sequence + One Assessment Task

**SPECIFIC CRITERIA**

(-)  (+)

**Understanding of the question or issue and the key concepts involved**

Understands the task and its relationship to Stage 6 preliminary assessment practice

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Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <p>Demonstrates knowledge of selected Stage 6 course and syllabus outcomes            Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12            Integrates formative assessment strategies throughout the unit of work</p>					
<p><b>Depth of evidence in response to the task</b></p> <p>Demonstrates understanding of academic and cultural diversity            Includes a variety of pedagogical strategies to suit content of the Stage 6 course            Designs appropriate activities and outlines lessons in sufficient detail without providing full plans            Provides effective feedback opportunities to inform students of their progress</p>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <p>Demonstrates understanding of the need to differentiate lessons to cater for diverse learners</p>					

