



School of Education

EDST6736
Geography 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
EDST 6736 Geography Method 2 (6 units of credit)
Term 2 2020

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 Week 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.

The course now covers both the current Stage 6 Geography Syllabus, as well as the Draft Stage 6 Geography Syllabus which may be implemented in the coming years

A greater emphasis on practical lesson ideas and demonstrations as a result of positive feedback from previous students

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW NESA Geography Syllabus, and strategies to support students as they transition between stages
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Geography

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

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

some 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

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

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.

7. RESOURCES

Required Readings

NESA (2019) Geography Stage 6 Draft Syllabus for Consultation

<https://educationstandards.nsw.edu.au/wps/wcm/connect/c320dd3b-2a8d-4184-a59b-8a68729e3765/geography-stage-6-2019-draft-syllabus-for-consultation.pdf?MOD=AJPERES&CVID=>

NSW Board of Studies (1999) Geography Stage 6 Syllabus

<https://educationstandards.nsw.edu.au/wps/wcm/connect/44b0bedc-7902-41eb-8cb8-7f15829488ee/geography-st6-syl-from2010+Geography.pdf?MOD=AJPERES&CVID=>

NESA (2020) Assessment for Learning

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches>

Further Readings

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

Kriewaldt and Digby (2010) *Keys to Geography* Macmillan

Kleeman et al (2008) *Keys to Fieldwork* Macmillan

Kleeman et al (2019) *Global Interactions 1* (3rd Edition)

Kleeman et al (2019) *Global Interactions 2* (3rd Edition)

Online Communities

["Community of Geography Teachers" Facebook Group](#)

["Geography Teachers Online" Facebook Group](#)

["Geography Teacher's Association of NSW" Facebook Page](#)

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 6 th August by 5pm
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, 5.1.12.21		

Assessment Details

Assessment 1 (2000 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's work. Your scope and sequence must indicate when the task will occur and how the feedback from 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.

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

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 parents which aspect of the student's performance you are 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. 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 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:

Student No.:

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

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> Understands the task and its relationship to relevant areas of theory, research and practice Uses syllabus documents and terminology clearly and accurately Sequences tasks and activities to suit logical learning progression Integrates assessment task logically with learning intentions and learning sequence Provides effective formative feedback for student sample 					
<p>Depth of analysis in response to the task</p> <ul style="list-style-type: none"> Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminary Demonstrates understanding of the NSW Quality Teaching framework, the School Excellence Framework and NESA Assessment Guidelines 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Demonstrates understanding of the need to differentiate lessons to cater for 					

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST 6736 Geography Method 2

Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) → (+)					
<p>Understanding of the question or issue and the key concepts involved</p> <p>Demonstrates knowledge of selected Stage 6 course and syllabus outcomes</p> <p>Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12</p> <p>Integrates formative assessment strategies throughout the unit of work</p>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%; height: 100px;"></td> </tr> </table>					

Depth of evidence in response to the task

Demonstrates und t

