



School of Education

EDST6749
Legal Studies Method 2

Term 2 2020

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6749 Legal Studies Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator(s): Vanessa Purnell
Email: v.purnell@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Legal Studies Method 2
Credit Points	6 units of credit (uoc)
Workload	Includes 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 continues to increase a student's pedagogical and content knowledge in order to prepare them for Legal Studies teaching. The key elements of pedagogy and Legal Studies content knowledge are examined and developed. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Legal Studies classroom. Emphasis will be given to literacy and language learning for *all* students, the reading and writing process and the various uses of Information and Communication Technologies in the Legal Studies classroom. Students will critically address how these elements can then be combined into effective classroom practice to address the requirements and philosophy of the NSW Legal Studies syllabus. Students will also demonstrate a knowledge and understanding of the NSW Professional Teaching Standards for Graduate teachers.

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.

Earlier and more specific instruction and activities, related to performance required in the hurdle requirement

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW Board of Studies Legal Studies 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 Legal Studies
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Legal Studies to all key stakeholders
6	Identify the characteristics of an effective Legal Studies teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2	Organise content into an effective learning and teaching sequence.
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p>On-line assessment module</p> <p>Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching</p> <p>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>Overview of the HSC Course</p> <p>Introduction Assessments I and II</p> <p>Overview of the HSC examination</p>	<p>Assess teaching strategies and differentiation in the context of the HSC syllabus</p> <p>Identify the key requirements of the HSC exam and links to teaching the course</p>
3	<p>Importance of scope and sequence and how to plan a course</p>	<p>Evaluate and plan a sample scope and sequence for Year 12</p>
4	<p>Planning units of work in Legal Studies from the perspective of concepts that unify the syllabus</p>	<p>Complete exercises in integrating syllabus requirements, formative and summative assessment and students' interests to develop an effective unit of work for Year 12</p>
5	<p>Integration of Stage 6 literacy into the Legal Studies classroom</p> <p>Moderating Assessments</p>	<p>Importance of literacy in Legal Studies and strategies that can be used.</p> <p>The value and importance of assessment moderation, with practice for the hurdle requirement</p>
6	<p>Providing feedback to stakeholders, students and parents</p>	<p>Examine the variations of feedback that can be provided and how to do this. Practice feedback as part of the hurdle requirement.</p>
7	<p>Outline the processes for continued education for teachers</p> <p>Overview of teaching standards and the networks available for Legal Studies teachers</p> <p>On-line course evaluation</p>	<p>Hurdle Requirement as class activity (final)</p> <p>Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders.</p> <p>Goals for PE2</p>

7. RESOURCES

Required Readings

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 12 HSC 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.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment 2 (3000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

Include all activities and resources to support student learning. There must be at least one literacy activity/resource and one numeracy/ICT resource.

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 self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes. Watch the series of seven videos to enhance your understanding and knowledge on how to make sound and consistent judgment of student work.

https://www.youtube.com/watch?v=-QBLZAbhaYc&list=PLgBQxWO_rR7ZrlZopD_wZvdt6kY8EsfLK

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process

The assessment process consists of two components.

1. A collection of five or six authentic student responses to preferably two assessment tasks. The responses may be written, visual or oral. The number depends on the length of the response. For each text

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6749 LEGAL STUDIES METHOD 2

Student Name:

Student No.:

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6749 LEGAL STUDIES 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%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

Depth of evidence in response to the task

- 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

Assessment, Feedback and Reporting

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 <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -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)				
Has the student analysed and evaluated the schools' global assessment data? Has the student collected a range of the students' past performance data? 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				