



School of Education

EDST6956
Biology 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
EDST6956 Biology Method 2 (6 units of credit)
Term 2 2020

2. STAFF CONTACT DETAILS

Course Coordinator: Oriana Miano
Email: o.miano@unsw.edu.au
Availability: By appointment
Tutor: Jennifer Ming
Email: j.ming@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Biology 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 is designed to develop in Initial Teacher Education students the appropriate pedagogies for teaching the

STUDENT LEARNING OUTCOMES

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3.1	Demonstrate knowledge of teaching strategies that are responsive

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1 (24 hours eq. lecture/		

7. RESOURCES

Required Readings

Each student is required to obtain from the NESA website the following documents: *NSW Stage 6 Biology Syllabus* and Stage 6 Support Materials <https://syllabus.nesa.nsw.edu.au/biology-stage6/> .

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, 5, 7, 8, 11,19 E.7 F.9	Wednesday 5 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, 2W*d84		

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope

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 (eg 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 -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

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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6956 BIOLOGY METHOD 2

Student Name: _____ Student No.: _____
 Assessment Task 2: Planning a unit of work including formative assessment strategies

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved 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					
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 feedback opportunities to inform students of their progress					
Familiarity with and relevance of professional and/or research literature used to support response Demonstrates understanding of the need to differentiate lessons to cater for diverse learners Understanding of a range of effective assessment practices					
Structure and organisation or response Demonstrates ability to plan using backward mapping to meet selected outcomes Presentation of effective and engaging learning sequence					
Presentation of response according to appropriate academic and linguistic conventions Writes using correct Standard Australian English Has proofread and edited work to avoid typos and incorrect usage.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

