

School of Education

EDST6736 Geography Method 2

Term 2 2021

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1. LOCATION

Faculty of Arts, Design & Architecture School of Education EDST 6736 Geography Method 2 (6 units of credit) Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator(s): Andrew Toovey

Email: <u>a.toovey@unsw.edu.au</u>

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 preparat assessment, follow up activities, etc.				
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDS T6736T2C			

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:

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify essential elements of the NSW NESA Geography Syllabus, and strategies to
I	support students as they transition between stages
	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented
2	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
3	different types of assessment for a unit of work in Geography
4	Provide clear directions to organise and support prepared activities and use resources
5	Assess and report on student learning in Geography to all key stakeholders
6	Identify the characteristics of an effective Geography teacher and the standards of
J	professional practice in teaching, especially the attributes of Graduate teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard

1.1.1

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

6. COURSE CONTENT AND STRUCTURE

Module Lecture Topic Tutorial Topic

1 (24 hours eq. lecture/

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 Teacher's Association of NSW" Facebook Page

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, for a Year 11 Preliminary class (three terms).

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning intentions within **one** of the terms. Your scope and sequence must indicate when the task will occur. 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=PLqBQxWO 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.

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:

ensure anonymity by removing student names and destroying the samples at the end of the course.

include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative <u>and</u> formative purposes annotate the task to indicate what worked well and what needs changing if it were to be used again

include the assessment criteria and/or marking scheme/rubric for each task provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task

include a key for marking symbols

find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student wor

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. <u>They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer.</u> Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 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.

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 year (Preliminary)

SPECIFIC CRITERIA		(-)			(+)
Understanding of the question or issue and the key concepts involved					
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					

Depth of analysis in response to the task

Includes key syllabus content to allow demonstration of appropriate selection of outcomes for Preliminasy9 (mi)-8.0.5-6..72414 Tm@078¥j/TT1 1 Tf0.458 00MCID

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			(-)			
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 differentiative lessed her for 13.2 (o4 (o)0.50.2 (e lc)Tj324 (ov)-de f)-

Assessment, Feedback and Reporting

STUDENT	Γ TEACHER			
Name:	zID:		•	Date:
Details				
Method		Topic/level		
AITS Asse	SL Standard 5 ess, provide feedback and report on stud	Comments		

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