



School of Education

EDST6752
Society and Culture Method 2

Term 2 2021

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST 6752 Society and Culture Method 2 (6 units of credit)
Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Amanda Webb
Email: amanda.webb@unsw.edu.au
Availability: By appointment

3. COURSE DETAILS

Course Name	Society and Culture 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#EDST6752T2C

SUMMARY OF THE COURSE

The course builds on Society and Culture 1 to prepare students for teaching Stage 6 Society and Culture in NSW high schools. It will focus on the content areas covered in the HSC course, and the teaching strategies that will enable this content to be delivered successfully in the classroom. The assessment program will give students the opportunity to gain experience in preparing appropriate assessment items and resources for successful teaching in the classroom.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK:

- x The hurdle requirement is now held as a component of Week 6, 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.

STUDENT LEARNING OUTCOMES

Outcome

- 1 Identify essential elements of the NSW Society and Culture Syllabus, and strategies to support students as they transition between stages
- 2

6. COURSE CONTENT AND STRUCTURE – (July 12 - August 20)

Week 1 is the Common Assessment Module. Students complete this online before classes commence for Method 2.

Module	Lecture Topic	Tutorial Topic
1 Online Module	<ul style="list-style-type: none"> x Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching x 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. 	<ul style="list-style-type: none"> x Critically describe the role of assessment in ensuring effective teaching and learning; x evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching x apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. <p>Content of this module will be assessed during the Hurdle Requirement in Week 6</p>

2 15/7	<p>Social & Cultural Continuity & Change</p> <ul style="list-style-type: none"> x The nature of social and cultural continuity and change – influences, impacts, theories x Country study requirements x Scope and sequence sample x Assessment task and marking guidelines sample
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Teaching and learning

- x Developing multiple choice questions/scenario-based teaching

Time given for assess (i)-1.1 MCID 62 BDC q11.3 (o)-1t5 (r)1.

7. RESOURCES

Required Readings

Stage 6 Syllabus documents

- x Holmes, D., Hughes, K., & Julian, R. (2007). *Australian Sociology: A Changing Society*. (2nd ed). Frenchs Forest: Pearson.
- x Kurlansky, M (2013) *Ready For a Brand New Beat: How “Dancing in the Street” Became the*

- x Marsh, C. (2008). *Becoming a teacher: Knowledge, skills and issues* (4th Edition). Frenchs Forest: Pearson Education Australia.
- x Marsh, C. (2008). *Studies of Society and Environment* (5th Edition). Frenchs Forest: Pearson Education Australia.
- x McLeod J., Reynolds, R. (2003). *Planning for Learning*. South Melbourne: Thomson –Social Science Press.
- x Omstein, A.C. (1990). *Strategies for Effective Teaching*. New York: Harper & Row.
- x Provenzo Jr, E. & Blanton, W. (2005). *Observing in schools*. Boston: Pearson.
- x Smith, L., & Lovat, T. (2003). *Curriculum: Action and reflection* (4th

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Scope and sequence and one assessment task for HSC year	2000 words equivalent	40%	1-5	1.3.1, 1.5.1, 2.1.1JEMC /S Td(A)-2.9 (r)1.58 2 equi	equi equiora/P7 Td()T30 Td()TjEMC 685.1()Tj685.	1

Assessment Details

Assessment 1 (2000 wd eq, 40%)

PART 1:

PART 1: Create a year scope and sequence, including learning outcomes, for a Year 12 HSC class

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.

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

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6752 SOCIETY AND CULTURE METHOD 2

Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) ————— h (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> x Demonstrates knowledge of selected Stage 6 course and syllabus outcomes x Sequences tasks and activities to suit logical learning progression and meet selected outcomes for Year 12 x Integrates formative assessment strategies throughout the unit of work 					
<p>Depth of evidence in response to the task</p> <ul style="list-style-type: none"> x Demonstrates understanding of academic and cultural diversity x Includes a variety of pedagogical strategies to suit content of the Stage 6 course x Designs appropriate activities and outlines lessons in sufficient detail without providing full plans x Provides effective feedback opportunities to inform students of their progress 					

Assessment, Feedback and Reporting

STUDENT TEACHER