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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 Bidjigal and Gadigal 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
EDST6724 History Extension Method 1 (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Convenor: Dr Kim WILSON
Office Location: John Goodsell 119
Email: k.wilson@unsw.edu.au
Phone: +61 2 9385 1977
Availability: via Email

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>History Extension Method 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Schedule</th>
<th></th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Fri (2-3 pm), Wenona School</td>
</tr>
<tr>
<td></td>
<td>Weeks1-10, 11</td>
</tr>
<tr>
<td>Tutorial/s</td>
<td>Fri (3-5 pm), Wenona School</td>
</tr>
<tr>
<td></td>
<td>Weeks1-10, 11</td>
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</table>

**Summary of Course**

This course is designed as an extension History method course focusing on advanced pedagogical content knowledge for History teaching. Students will explore advanced pedagogical models and assessment approaches. Students will critically examine The NSW Years 7 – 10 History Elective Syllabus. Students will appraise a range of strategies for teaching and assessing History, e.g. enquiry approaches to learning, and consider elements needed for quality teaching specific to History.

**Aims of the Course**

This course aims to:

- Increase a student's pedagogical content knowledge for History teaching.
- Develop a student's understanding of what comprises effective classroom practice.

**Important information**

- **Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>3</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>4</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>5</td>
<td>1 &amp; 2</td>
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<tr>
<td>6</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>7</td>
<td>1 &amp; 2</td>
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<tr>
<td>8</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>9</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>10</td>
<td>1 &amp; 2</td>
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</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1.1</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>1.2</td>
<td>1 &amp; 2</td>
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<tr>
<td>1.3</td>
<td>1 &amp; 2</td>
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<tr>
<td>1.4</td>
<td>1 &amp; 2</td>
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<tr>
<td>1.5</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>1.6</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2.1</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2.2</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2.3</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</td>
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<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.4</td>
<td>Know and understand literacy and numeracy teaching strategies and their application in teaching areas</td>
</tr>
<tr>
<td>2.5</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</td>
</tr>
<tr>
<td>2.6</td>
<td>Set learning goals that provide achievable challenges for students of varying characteristics</td>
</tr>
<tr>
<td>3.1</td>
<td>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</td>
</tr>
<tr>
<td>3.2</td>
<td>Include a range of teaching strategies</td>
</tr>
<tr>
<td>3.3</td>
<td><strong>National Priority Area Elaborations</strong></td>
</tr>
<tr>
<td>Priority area</td>
<td>Assessment/s</td>
</tr>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>A 1 / 2/ 3 / 4/ 5 / 6 / 8</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>B 1 / 2 / 4 / 5</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>C 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 /12</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>D 3 / 5 / 8 / 12 / 15 / 18 / 19</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>E 6 / 7/ 8 / 9</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English Speaking Backgrounds</td>
<td>F 1 / 2/ 3 / 4 / 5 / 7</td>
</tr>
</tbody>
</table>
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Elective Syllabus. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

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.

5. TEACHING STRATEGIES

- 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.
- 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.
- 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.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Moodle website.
- Online discussions.
- Peer teaching in a simulated classroom setting.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1    | 29 Feb    | **History Elective Syllabus**  
Kim Wilson  
A 4/5/6/8… B 1/2/4/5… C1/2/3/6/11/12  
...D3/12/18…E7/8…F3/7 | Course Outline  
Course Assessment  
MOODLE resources  
The History Elective Syllabus pulled apart |
| 2    | 7 March   | **Flip It**  
Kim Wilson  
A 4/5/6/8… B 1/2/4/5… C1/2/3/6/11/12  
...D3/12/18…E7/8…F3/7 | Flipped Learning:  
What is it? How can you achieve it?  
What are the benefits for History Elective?  
N.B. Linked to Assessment Task 1 |
| 3    | 14 March  | **Active Learning**  
Kim Wilson  
A 4/5/6/8… B 1/2/4/5… C1/2/3/6/11/12  
...D3/12/18…E7/8…F3/7 | Using movement and classroom spaces for teaching and learning in History |
| 4    | 21 March  | NO CLASS      | GOOD FRIDAY    |
|      |           | Break 25 March – 1 April |
| 5    | 4 April   | **Constructing History**  
Kim Wilson  
A1 /2/3/5…B1/2/4/5…  
E 7/8/…F1/3/5/7 | What is history?  
How is history constructed?  
How do students understand the many ways that historical meaning can be made? |
| 6    | 11 April  | **Historical Concepts and Skills: Perspective**  
Kim Wilson  
D1/3/5/7/8/9/10/12/15/18/19…E  
6/7/8…F1/4/7/8/9 | How to develop students’ understanding of the ways in which different perspectives/ interpretations of the past are reflected in a variety of historical constructions.  
N.B. Linked to Assessment Task 2 |
| 7    | 18 April  | **Historical Concepts and Skills: Contestability**  
Kim Wilson  
A 3/4/5…B1/2/4/5…C1-12…D  
3/8/12/16…E6/8/…F3/4/5/7 | Dispel the myth…not all historians agree!  
Fight, dispute and contend the past. |
| 8    | 25 April  | Using the Web effectively in a History Classroom  
Kim Wilson  
A 3/4/5…B1/2/4/5…C1-12…D  
3/8/12/16…E6/8/…F3/4/5/7 | Research tools for online investigations  
Evaluating web-based resources |
| 9    | 2 May     | Teaching Literacy Skills in the History Classroom  
Kim Wilson  
A4/6/8…B1/2/4/5…C1-12…D3/12/18…E7/8…F3/-5,7 | Acronyms and Scaffolding  
Writing activities  
Feedback for students |
| 10   | 9 May     | **Marking**  
Kim Wilson  
A1 /2/3/5…B1/2/4/5…  
E 7/8/…F1/3/5/7 | Sample marking of a History Elective Term 1 Task |
### 7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>National Priority Areas</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong>&lt;br&gt;Resources for History Elective Flipped Learning</td>
<td>Resources for 3 x 60 minute 'flipped' lessons</td>
<td>50%</td>
<td>2, 3, 4, 5, 6, 7, 9</td>
<td>1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 2.6, 3.3</td>
<td>A 1/2/4/5/6&lt;br&gt;B 1/2/4/5…&lt;br&gt;C 1/12&lt;br&gt;D 3/8/18/19&lt;br&gt;E 6/7/8&lt;br&gt;F 1/3/4/5/7</td>
<td>Week 5&lt;br&gt;8 April</td>
</tr>
<tr>
<td><strong>Task 2</strong>&lt;br&gt;Historical Fiction for the History Elective Classroom</td>
<td>2 000 words</td>
<td>50%</td>
<td>1, 3, 6, 7</td>
<td>1.1, 1.2, 1.3, 1.5, 2.1, 2.5</td>
<td>A 1/2/4/5/6&lt;br&gt;B 1/2/4/5…&lt;br&gt;C 1/12&lt;br&gt;D 3/8/18/19&lt;br&gt;E 6/7/8&lt;br&gt;F 1/3/4/5/7</td>
<td>Week 10&lt;br&gt;13 May</td>
</tr>
</tbody>
</table>
Assessment Details

Task 1 – Resources for History Elective Flipped Learning                Due: Week 5

Length: Resources for 3 x 60 minute ‘flipped’ lessons

Weight: 50%

Task Description: you will design a set of resources to be used in a ‘Flipped Learning’ classroom. These resources will target one area of ‘Content’ (identified below) from the History Elective Syllabus for Topic 1: Constructing History.

Task Instructions: you will need to,
• Identify the content necessary to address the syllabus dot-point
  o The nature of history, heritage and archaeology (p. 21, Elective History Syllabus)
• Plan and create video and text based resources to explain to students the features of history, heritage and archaeology using the Flipped Learning model of teaching. You have 3 x 60 minute lessons to prepare for.

Task Requirements: your submitted task must include,
  i. Original video resources for students to use in preparation for the three lessons (min 1 – max 3 videos)
  ii. Text based resource(s) for students to use in preparation for the three lessons
  iii. Outline of how the video and text resources will be used for the Flipped learning lessons (max 350 words)
  iv. Student activity/ instruction sheets for use during the lessons

Submission of task: your submitted task should be set out as follows:
• Cover page as per UNSW guidelines
• Text based resource(s) for student lesson preparation
• Outline of how resources will be used
• Student activity/ instruction sheets
• Submission of video resources TBC
### Specific Criteria

#### Understanding of the question or issue and the key concepts involved
- Demonstrates a clear understanding of how flipped learning can be appropriately used in History Elective lessons.
- Clarity and accuracy in use of key terms and concepts in history teaching.

#### Depth of analysis and/or critique in response to the task
- Ability to plan and design detailed, well-structured and appropriate resources for History Elective flipped learning lessons.
- Awareness of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.
- Knowledge of resources to engage and extend students.

#### Familiarity with and relevance of professional and/or research literature used to support response
- Specific reference to material, research and ideas presented in History Extension Method lectures, readings from the prescribed text and other sources.
- Content clearly linked to syllabus content, outcomes and chosen strategies.

#### Structure and organisation of response
- Presents resources that address the History Elective Syllabus requirements
- Presents resources that are clear and logical in structure.
- Presents teaching and learning activities that are relevant to the content, and Stage appropriate

#### Presentation of response according to appropriate academic and linguistic conventions

### General Comments/ Recommendations for Next Time

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**Lecturer**

**Date**

**Recommended:**  / 20  (FL PS CR DN HD)  **Weighting:** 50%

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**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Task 2 – Historical Fiction for the History Elective Classroom

Due: Week 10

Length: 2000 words

Weight: 50%

Task Description: you will present an essay response to the Focus Question. The essay will provide critical reviews of a selection of literature including, an example of historical fiction for young adult readers, historical studies and academic commentary on historical fiction.

Focus Question: To what extent is historical fiction a useful resource for the History Elective classroom?

Task Instructions: to respond to the Focus Question you will need to,

a) Select an historical novel written for young adult readers.

b) Decide and note which History Elective topic the novel selected in part a) would be relevant for.

c) Locate at least TWO historical works that discuss the historical period/ personality/ event of your novel.

d) Find at least TWO relevant academic commentaries that discuss historical fiction (N.B. these academic commentaries do not have to discuss your novel, or the topic of your novel. Your commentaries may discuss adult historical fiction.)

e) Think about the range of student learning styles that you would need to cater for in a mixed ability classroom.

Written Presentation: Your submitted task should be set out as follows:

- Cover page as per UNSW guidelines
- Essay
- Reference List set out as per UNSW guidelines
Student Name:              Student No.:
Assessment Task: Task 2 – Historical Fiction for the History Elective Classroom

SPECIFIC CRITERIA

Understanding of the question or issue and the key concepts involved
• Demonstrates a clear understanding of the issues associated with using historical fiction in a History Elective classroom.
• Clarity and accuracy in use of key terms and concepts in history teaching.

Depth of analysis and/or critique in response to the task
• Critically reviews a selection of literature required by the task.
• Critically reviews a selection of literature relevant to the task.
• Demonstrates awareness of possibilities for differentiated learning.

Familiarity with and relevance of professional and/or research literature used to support response
• Detailed reference to a selection of literature including, an example of historical fiction for young adult readers, historical studies and academic commentary on historical fiction.

Structure and organisation of response
• Presents a sophisticated, detailed and well-structured essay that assesses the extent to which historical fiction is a useful resource for the History Elective classroom
• Demonstrates clear understanding of the History Elective Syllabus aims and outcomes.
• Demonstrates awareness of History Elective Syllabus options.

Presentation of response according to appropriate academic and linguistic conventions

GENERAL COMMENTS/ RECOMMENDATIONS FOR NEXT TIME

Lecturer     Date

Recommended:  / 20  (FL  PS  CR  DN  HD)  Weighting:  50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students are required to follow their lecturer’s instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1 Resources for History Elective Flipped Learning</td>
<td>TurnItIn</td>
<td>29 April, 2016</td>
</tr>
<tr>
<td>Task 2 Historical Fiction for the History Elective Classroom</td>
<td>TurnItIn</td>
<td>3 June, 2016</td>
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</tbody>
</table>
8. RESOURCES

*Essential Documents.*

Students must be familiar with:

- NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW

Course Readings: Available on Moodle.

*Further Readings*


Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia


*Research Reports:*


*Journals:*

*Teaching History*, Journal of the History Teachers’ Association of NSW Inc. (HTA NSW)

(A source of teaching ideas, curriculum issues and academic articles...student membership available). Website: [http://www.htansw.asn.au/](http://www.htansw.asn.au/)