



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6706
Geography Method 1

Semester 1

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)</i>	3
<i>National Priority Area Elaborations</i>	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	5
6. COURSE CONTENT AND STRUCTURE	5
7. ASSESSMENT	7
<i>Assessment Details</i>	7
8. RESOURCES	15
Required Readings	15
Further Readings	15

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
EDST 6706 Geography Method 1 (6 units of credit)
Semester 1 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Brett Marturia
Office Location: John Goodsell 132
Email: b.marturia@unsw.edu.au
Availability: Wednesday 4.45 – 5 pm

3. COURSE DETAILS

Course Name	Geography Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Wed 17 (w1-4,5-10,N4, JGoodsLG19)
Tutorial/s	Wed 18-20 (w1-4,5-10,N4, JGoodsLG19)

Summary of Course

This course prepares student teachers for the teaching of Geography in secondary schools in NSW.

Aims of the Course

During the course students will develop their knowledge of the New South Wales syllabus documents for stages 4, 5 and 6 and their links to the K-6 curriculum. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Geography classroom. Emphasis will be given to literacy and language learning for all students, the reading and writing process, visual literacy and the various uses of Information and Communication Technologies in the Geography classroom. Students will demonstrate a knowledge and understanding of the AITSL Professional Graduate Teaching Standards.

The main ways in which the course has changed since last time as a result of student feedback:

- An increase in the amount of time covering specific teaching strategies for the new BOSTES Geography syllabus.
- A reduction in the number of lesson plans submitted for Assignment 1 from five to three.

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

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of the NSW Board of Studies Geography Syllabuses for stages 4/5 and stage 6 and various Department of Education policies, particularly those relating to Literacy, Aboriginal Education and Cultural Diversity.	1, 2
2	Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students, address learning outcomes, and show the link between outcomes, assessment, teaching strategies and lesson planning.	1, 2
3	Demonstrate classroom strategies and literacy strategies that recognize students' different approaches to learning and the diverse needs of students	1, 2
4	Create appropriate and engaging resources for the Geography classroom, including ICT resources that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students.	1, 2
5	Investigate, discuss and implement a variety of strategies to develop rapport with students, a positive classroom learning environment and approaches to managing student behaviour	2
6	Identify a range of professional organizations that can contribute to the on-going professional development of Geography teachers including the NSW Institute of Teachers	2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, Microteaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1, 2, Microteaching
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2, Microteaching
2.2	Organise content into an effective learning and teaching sequence	1, 2, Microteaching
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2, Microteaching
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2,
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	2, Microteaching
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2, Microteaching

3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, Microteaching
3.3	Include a range of teaching strategies	1, 2, Microteaching
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 2, Microteaching
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 2, Microteaching
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, 2, Microteaching
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, Microteaching
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1, 2, Microteaching
6.2	Understand the relevant and appropriate sources of professional learning for teachers	1, 2, Microteaching
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, Microteaching
6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning	1, 2, Microteaching

National Priority Area Elaborations

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	1
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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. The lectures and tutorials are designed to be supportive and friendly, as students are more engaged and learn better if they can have fun whilst learning.

5. TEACHING STRATEGIES

- 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
- Some 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
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice
- 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.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 (29 Feb-4 March)	On being a Beginning Geography Teacher National Priority Area Elaborations A4-A5, B1	Tutorial: Biography, motivation and expectations: Why you are here affects where you'll end up Teaching Strategy Focus: Getting to know your students and making sure they know each other
2 (7-11 March)	The Junior Geography Syllabus and its link to Stage 3 HSIE National Priority Area Elaborations A8	Tutorial: Programming in Junior Geography/ICT ideas Teaching Strategy Focus: Group work
3 (14-18 March)	Stage 4 Geography – Importance of Literacy National Priority Area Elaborations D1- D19	Tutorial: Making literacy the focus of each lesson Teaching Strategy Focus: Creativity in the classroom
4 (21-25 March)	Teaching about Australian Environments, Communities and Issues National Priority Area Elaborations B9-B10	Tutorial: Fieldwork/Making Geography real Teaching Strategy Focus: Learning by doing
Mid-Semester Break		
5 (4-8 April)	Teaching about the place of Australia in the World and the Asia Pacific Region	Tutorial: GIS/Multimedia Teaching Strategy Focus: ICT in the Classroom Microteaching

	National Priority Area Elaborations C1- C14	
6 (11-15 April)	Stage 5 Geography – Incorporating Civics and Citizenship in the Classroom – Citizenship for Indigenous Australian Communities National Priority Area Elaborations A1-A3, A6 - A7, B3-B5, E1-E9, F1 -7	Tutorial: Teaching students with different social, ethnic, cultural and religious backgrounds. What are the typical stages of students’ physical, social and intellectual development and understanding the exceptions to the general patterns. Teaching Strategy Focus: Role Plays Microteaching
7 (18-22 April)	Senior Geography Syllabus – Year 11 Course National Priority Area Elaborations C6 – C13	Tutorial: Programming Introduction – ICT in Senior Geography Teaching Strategy Focus: Pair Work Microteaching Assignment 1 Due 5pm 20th April
8 (25-29 April)	Senior Geography Syllabus – Year 12 Course National Priority Area Elaborations B 6, F9-11	Tutorial: Issues in programming for a differentiated curriculum Teaching Strategy Focus: Group Work Microteaching
9 (2-6 May)	Senior Geography Stimulus Interpretation/Geography Tools and Skills National Priority Area Elaborations A8 – A10	Tutorial: Interpreting Graphs and Photos Teaching Strategy Focus: Assessing understanding
10 (9-13 May)	Senior Geography Fieldwork National Priority Area Elaborations B7	Tutorial: Planning for Fieldwork/Virtual Fieldwork Teaching Strategy Focus: Fieldwork in the local area Assignment 2 Due 5pm 11th May
Professional Experience		
11 20-24 June	Feedback and Reflection on PE: highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources. Goals for Semester 2.	

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Elaborations Assessed	Due Date
Assignment Task 1 – Detailed lesson plans	2 500 words (equivalent)	50%	1, 2, 3, 4	1.2, 1.3, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A5 – A8, B1, B3 - B7, C3- C10, D1-D5, E6-E8, F5-F6	20 th April 5:00 PM
Assignment Task 2 - Unit of work – based on fieldwork	3000 words (equivalent)	50%	1, 2, 3, 4, 5, 6	1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4	A4 - A5, A8, B6 – B7, D8 – D10, F6 – F7	11 th May 5:00 PM

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.

Assessment Details

Task 1 – Detailed lesson plans Stage 4/5 Geography Program and Learning Activities

Due Date 20th April 5:00 PM 50%

You will develop a unit of work (basically 1 topic area) from the Junior Geography syllabus with 3 lesson plans for 50 minute periods detailed from this unit.

Note: This would be approximately one weeks' worth of lessons.

The lessons must be consecutive showing a consistent approach to learning and classroom management and at least one lesson plan must ask the students to make use of technology such as computers. One of your lesson plans must be accompanied by a resource developed on PowerPoint or Prezi. You need to include a range of lessons that integrate literacy and numeracy, group work, mapping and statistical skills and research.

The program must be set out using the following headings as found on the Board of Studies website: "Time allocation", "Targeted outcomes", "Learn about", "Students learn to", "Integrated teaching, learning and assessment", "Evidence of learning and feedback", "Resources".

Lesson plans should show what part of the program is being used, a focus question, outcomes to be achieved or attempted and indicators that demonstrate this, learning activities, sequencing and timing and at least TWO Assessment Tasks and TWO Resources used to assess students learning of outcomes.

Any worksheets or resources (including your PowerPoint resource) used as part of your lesson plans that are to be developed by you and are not commercially available must be included.

PowerPoint resources should accompany the assignment

Please add a bibliography of any other material used.

In these detailed lessons, you will be assessed on your ability to:

- Plan and assess for effective learning by designing lessons and lesson sequences using knowledge of the NSW syllabus documents and other relevant curriculum requirements of the Education Act
- Demonstrate current knowledge and proficiency in ICT, in the use of the following:
 - Basic operational skills
 - Information technology skills
 - Software evaluation skills
 - Effective use of the internet
 - Pedagogical skills for classroom management.
- Plan coherent lessons that articulate clear and appropriate learning goals and use a range of appropriate and engaging resources and materials to cater for the diverse learning approaches and needs of students.
- Apply the research and ideas presented in Geography method lectures, and from the Professional Experience lectures.

Task 2

Unit of work based on fieldwork

Due: 11th May 5:00 PM

You must investigate one site for a day of active fieldwork that will satisfy the requirements for a Stage 4 or 5 fieldwork task. You must choose a site, probably visit the site or contact the organisation running the site, and write an explanation of what work will be done in the classroom leading up to the day, what will be done on the day and how this will be followed up in class after the day.

For this task you will present as a minimum:

- **Rationale** for your field trip and a justification for its inclusion in your program
- **2 lesson plans** (one for the day before the field trip, one for the day after showing pre and post field trip work)
- **Devise an assessment task based on fieldwork** (to assess students learning of outcomes)
- **Itineraries** showing what will occur on the day of fieldwork,
- **A worksheet to be completed by students on the fieldwork.** This should detail objectives of activities and outcomes, skills and tools, actual learning activities (you should have at least 3 activities in a day of fieldwork)
- **Details of transport plans**
- **Budget for the trip**

Write a letter to parents outlining the day and cost.

Take the cost of a bus as \$500 a day.

You need to look at the cost of the excursion in terms of transport and cost of venue/any staff you wish to use at the venue. Costs per student for 50 students should be kept under \$30

MARKING CRITERIA

In the unit you design, you will be assessed on your ability to:

- Plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act
- Design an outline which demonstrates your ability to differentiate the curriculum to cater for diverse learning approaches and needs
- Demonstrate knowledge of, and respect for, the diverse social, ethnic, cultural and religious backgrounds of students and the effects of these factors on learning.
- Demonstrate knowledge and understanding of specific strategies for teaching: Aboriginal and Torres Strait Islander students; Students with Special Education Needs; Non-English Speaking Background students; Students with Challenging Behaviours.
- Write with control and confidence
- Refer specifically to material, research and ideas presented in Geography method lectures, and from the Professional Experience lectures on diversity.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6706 GEOGRAPHY METHOD 1

Student Name:
 Assessment Task 1

Student No.:

SPECIFIC CRITERIA	(-) -----» (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> understanding of the task and its relationship to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts in Geography teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> reference specifically to material, research and ideas presented in Geography method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Rationale <ul style="list-style-type: none"> rationale linked to outcomes in the syllabus reasons for the choice of teaching and learning strategies effectively explained demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Syllabus Links <ul style="list-style-type: none"> clear statement of syllabus outcomes lesson goal(s) clearly linked to syllabus outcomes and chosen strategies effective use of student group structures to address teaching and learning goals. 					
Resources <ul style="list-style-type: none"> demonstrates knowledge of resources that will engage and extend all students 					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS 					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6706 GEOGRAPHY METHOD 1

Student Name:
 Assessment Task 2

Student No.:

SPECIFIC CRITERIA	(-) -----» (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> understanding of the task and its relationship to relevant areas of theory, research and practice clarity and accuracy in use of key terms and concepts in Geography teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ability to plan and assess for effective learning by designing a detailed lesson on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> reference specifically to material, research and ideas presented in Geography method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity. 					
Rationale <ul style="list-style-type: none"> rationale linked to outcomes in the syllabus reasons for the choice of teaching and learning strategies effectively explained demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. 					
Syllabus Links <ul style="list-style-type: none"> clear statement of syllabus outcomes lesson goal(s) clearly linked to syllabus outcomes and chosen strategies effective use of student group structures to address teaching and learning goals. 					
Resources <ul style="list-style-type: none"> demonstrates knowledge of resources that will engage and extend all students 					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS 					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
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.**

**EDST 6706
HURDLE REQUIREMENT**

ASSESSMENT 2 - MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

Initial Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

Standards	Comments
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<p>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</p> <ul style="list-style-type: none"> • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1) 	
<p>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</p> <ul style="list-style-type: none"> • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1) 	
<p>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</p> <ul style="list-style-type: none"> • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1) 	

Comments:

Lecturer: _____ Date: _____ Satisfactory /Unsatisfactory (circle)

HURDLE REQUIREMENT

Creating a Contemporary Classroom - Hands on with Digital Technologies

Active participation in 2 x 1.5 hour sessions taken by a specialist in technology enabled learning and teaching to help prepare student teachers to understand and use digital technologies in their contemporary classrooms, and assessed by Method lecturers.

These technologies will include:

Session 1

- Presentation tools and classroom equipment including interactive whiteboards;
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses etc;

Session 2

- Web based enquiry learning resources, including webquests;
- One– to-one technologies including ipads, netbooks and notebooks and the technologies which support shared learning on individual devices; and
- Resources to create contemporary lessons see: [Flipped classroom](#)

Resources

The Flipped Classroom,
<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

[Rural & Distance Education NSW](#): A local resource presenting both frameworks,
<http://rde.nsw.edu.au/tpack-samr>

Teaching Teachers for the Future - What is TPACK? , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

8. RESOURCES

Required Readings

Board of Studies (2003) *Geography Stages 4-5 Syllabus* (available for download as PDF document at www.boardofstudies.nsw.edu.au)

Kleeman et al (2008) *A Geography of Global Environments and Communities*. Heinemann

Kleeman et al (2008) *A Geography of Australian Environments and Communities*

Further Readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Bliss and Paine (2008) *Geoactive 1 & 2*. Jacaranda
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Kriewaldt and Digby (2010) *Keys to Geography*. Macmillan
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Van Zuylen et al (2007) *Geography Focus*. Pearson

Professional Associations

Geography Teachers Association

<http://www.gtansw.org.au>

Australian Geography Teachers Association

<http://www.agta.asn.au>