UNSW SYDNEY

**Arts & Social Sciences**

# School of Education

# EDST6736
# Geography Method 2

# Semester 2, 2017

# Contents

**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 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 6736 Geography Method 2 (6 units of credit)
Semester 2 2017


## 2.  STAFF CONTACT DETAILS

Course Coordinator:   Andrew Toovey
Email:                a.toovey@unsw.edu.au
Availability:         Wednesday 4.45 – 5pm


## 3.  COURSE DETAILS

| Course Name | Geography 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** | | |
| Lecture | Wednesday 17:00 – 18:00 (Mathews 108) | Weeks 1-8 |
| Tutorial/s | Wednesday 18:00 – 20:00 (Mathews 108) | Weeks 1-8 |

*Summary of 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 since last time as a result of student feedback:
- Greater clarity provided around what is expected in the Assessment Tasks
- Provision of time in tutorials to work through components of the assignments
- Examples of units of work and lesson plans will be made available through Moodle.

*Important Information*
**Assessment:** Students must **pass ALL assignments in order to pass the course**. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, **failure to attend 80% of classes in a course will result in failure.**

## Student Learning Outcomes

| Outcome | | Assessment/s |
|---|---|---|
| 1 | Identify essential elements of the NSW NESA Geography Syllabus, and strategies to support students as they transition between stages | 1, 2, H |
| 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 | 1, 2 |
| 3 | Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Geography | 1, 2 |
| 4 | Provide clear directions to organise and support prepared activities and use resources | 2 |
| 5 | Assess and report on student learning in Geography to all key stakeholders | 1, 3 |
| 6 | Identify the characteristics of an effective Geography teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers | 1, 2, 3 |

## Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

| Standard | | Assessment/s |
|---|---|---|
| 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 |
| 1.5 | Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities | 1 |
| 2.1 | Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area | 1 |
| 2.2 | Organise content into an effective learning and teaching sequence | 1, 2 |
| 2.3 | Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans | 1, 2 |
| 2.4 | Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages | |
| 2.5 | Know and understand literacy and numeracy teaching strategies and their application in teaching areas | 1 |
| 2.6 | Implement teaching strategies for using ICT to expand curriculum learning opportunities for students | 1 |
| 3.1 | Set learning goals that provide achievable challenges for students of varying characteristics | 1, 2 |
| 3.2 | Plan lesson sequences using knowledge of student learning, content and effective teaching strategies | 1, 2 |
| 3.3 | Include a range of teaching strategies | 2 |
| 3.4 | Demonstrate knowledge of a range of resources including ICT that engage students in their learning | 1, 2 |
| 3.5 | Demonstrate a range of verbal and non-verbal communication strategies to support student engagement | 1, 2 |
| 3.6 | Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning | 2 |
| 4.2 | Demonstrate the capacity to organise classroom activities and provide clear directions | 1 |

| 5.1 | Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning | 1, 2 |
|---|---|---|
| 5.4 | Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice | 2 |

**National Priority Area Elaborations**

| Priority area | | Assessment/s |
|---|---|---|
| A. Aboriginal and Torres Strait Islander Education | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 | 1 & 2 |
| B. Classroom Management | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 2 |
| C. Information and Communication Technologies | 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14 | 2 |
| D. Literacy and Numeracy | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 | 1 |
| E. Students with Special Educational Needs | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1 |
| F. Teaching Students from Non-English Speaking Backgrounds | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | 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<br>26 July | Pedagogies in Geography<br><br>*National Priority Area Elaborations B2-B8* | Discussion of the course outline. Pedagogies in Geography |
| 2<br>2 August | Assessment in Geography<br><br>*National Priority Area Elaborations A4-A5, B1-3* | Assessment grading, feedback and reporting in Geography<br><br>**Hurdle Requirement** |
| 3<br>9 August | Using ICT in the Senior Geography Classroom<br><br>*National Priority Area Elaborations C1-C14* | Ideas and resources for using ICT in the Geography Classroom |
| 4<br>16 August | Fieldwork in Senior Geography<br><br>ASSIGNMENT 1 Due<br><br>*National Priority Area Elaborations A10-A12, B9-B10* | An urban fieldwork activity for Senior Geography<br>**Assignment 1 Due 5pm Wed 16 Aug** |
| 5<br>23 August | Varying your teaching strategies to meet the needs of all your students - when to use small group cooperative learning strategies<br><br>*National Priority Area Elaborations B4-B5, D5-D8* | Useful resources for the Geography classroom |
| 6<br>30 August | Integrating Geography Skills into the Geography Syllabus<br><br>*National Priority Area Elaborations B1-B3* | Mapping and Statistical Skills in Geography |
| 7<br>6 September | Teaching Elective Geography<br><br>*National Priority Area Elaborations F1-F4* | Resources for teaching Elective Geography |
| 8<br>13 September | The Flipped Classroom<br><br>ASSIGNMENT 2 Due<br><br>*National Priority Area Elaborations F1-F8* | Flipping the classroom<br><br>**Assignment 2 Due 5pm Wed 13 Sept** |

## 7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | AITSL Professional Teaching Standards Assessed | National Priority Area Elaborations | Due Date |
|---|---|---|---|---|---|---|
| Assessment 1 | 2 500 words equivalent | 40% | 1,2,3,5,6 | 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.4, 3.5, 4.2, 5.1 | A5-A6, D9-D19, E6-E8 | **Due 5pm Wed 16 Aug** |
| Assessment 2 | 3 000 words equivalent | 60% | 1,2,3,4,6 | 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 5.1, 5.4 | A1-A3, B3-7, C1-14, F6-7 | **Due 5pm Wed 13 Sept** |
| Hurdle requirement Assessment, Feedback and Reporting | | Hurdle requirement | 1, 5, 6 | 5.1, 5.2, 5.3, 5.4, 5.5 | | Week 2 |

*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 1**

Construct a test that would assess student skills and understandings for a Stage 6 class you have taught or observed.

The test should cover the either the Preliminary or HSC course, and be presented in a format modelled on the current HSC examination.

You must also include a rationale that explains why you have chosen the topics and questions, and why it is an appropriate test for this specific group of students. You should also comment on the way the test assesses learning goals for the whole class. You may need to consider different approaches to learning for Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, Students with Challenging Behaviours, where appropriate.

The outcomes you are assessing should be mapped against the questions asked.

Correct answers for Part A and marking guidelines for Parts B and C should be included. Worked solutions should be included for all questions.

As a conclusion explain how reflection on expected responses to the test could help you evaluate student learning in the class and modify teaching and learning programs.

The test will have three parts.

**Part A:**

Ten Multiple choice questions, each with 4 options, linked to the HSC Course. You need to include 7 skills questions and 3 content questions. You need to create a 4-page stimulus booklet similar to the HSC Stimulus Booklet.

**Part B:**

Short Answer Questions

Write a series of questions for the relevant to either the HSC Course. These questions can be based on stimulus booklet (or not) and should total 20 marks.

**Part C:**

Extended Response Question

Provide an extended response question that will allow students to show their depth of knowledge in an extended form.

Student Name:                                    Student No.:

Assessment Task 1

| SPECIFIC CRITERIA | (-) ——————————➤ (+) | | | | |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Identify the topic, the syllabus outcomes and syllabus content for the topic(s) being tested.<br>• Clarity and accuracy in use of key terms and concepts in Geography teaching | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• References 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. | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Explain how the content tested is appropriate for the class and topic chosen<br>• Map outcomes against the test items<br>• Reflection linked clearly to learning goals and evaluation of effective teaching and learning programs | | | | | |
| **Structure and organization of response**<br>• Provide the correct answers for Part A.<br>• Provide 'Marking Guidelines' for the written answers in Parts B and C | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Present test in a format modelled on the HSC. | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer**                                                        **Date**

**Recommended:        /20      (FL  PS  CR  DN  HD)        Weighting:        40%**

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.**

**Assessment 2**

**Practical resources file**

Develop a resource file to support the teaching and learning of either the Preliminary or HSC Geography Course, and apply it to a scope and sequence that will show its use in that topic. The file should include **ten** specific items, which may include, but are not limited to:

- Books (Or Extracts)
- Articles
- TV Shows
- Films
- Websites
- Songs
- Video Clips

Provide a 200-word rationale for how each activity could be used in the classroom.

- Provide appropriate tags for the resource pointing to course and units it could be used for
- Suggestions for how it could be used in the classroom
- Recognising its value in developing literacy strategies and/or cultural diversity in the classroom
- Demonstrate the use of the resource in the classroom and highlight student engagement and methods of questioning students to ensure their engagement

Also required is a **brief** scope and sequence statement that outlines how the resources would fit into a series of lessons designed to effectively teach the course must also be included.

**Value:** 60%

**Length:** 3000 words

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FEEDBACK SHEET
EDST 6736 Geography Method 2

Student Name:                                    Student No.:

Assessment Task 2

| SPECIFIC CRITERIA | (-) | | | | → (+) |
|---|---|---|---|---|---|
| **Understanding of the question or issue and the key concepts involved**<br>• Identify the topic, the syllabus outcomes and syllabus content for the topic resources are being gathered for.<br>• Clarity and accuracy in use of key terms and concepts in Geography teaching | | | | | |
| **Familiarity with and relevance of professional and/or research literature used to support response**<br>• 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. | | | | | |
| **Depth of analysis and/or critique in response to the task**<br>• Explain how each resource is appropriate for the class and topic chosen and reflects an understanding of literacy needs and culturally diverse classrooms<br>• Diversity of resources reflects recognition of the multiple approaches to learning found in the classroom<br>• Resources clearly and logically placed in an effective classroom sequence<br>• Three resources linked specifically to engagement in the classroom | | | | | |
| **Structure and organization of response**<br>• Display understanding of the applicability of each resource in a specific classroom setting, including relevant literacy needs and cultural diversity | | | | | |
| **Presentation of response according to appropriate academic and linguistic conventions**<br>• Annotated bibliography comments specifically on the usefulness, validity and bias of each resource<br>• Final submission reflects an understanding of ICT requirements in the classroom | | | | | |
| **GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME** | | | | | |

**Lecturer**                                                        **Date**

**Recommended:        /20      (FL  PS  CR  DN  HD)**                **Weighting:      60%**

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.**

**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 NSPLAN, 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.
View some work samples that teachers in your subject area have aligned to grades A to E at NESA or ACARA workshops.

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.

1. 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 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 work is in relation to those overall expectations/standards as well in relation to their previous performance
   - 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 BOSTES 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.**

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| STUDENT TEACHER | | |
|---|---|---|
| Name: | zID: | Date: |

| Details | | | |
|---|---|---|---|
| Method | | Topic/level | |

| AITSL Standard 5<br>**Assess, provide feedback and report on student learning** | **Comments** |
|---|---|
| **A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)**<br><br>• Has the purpose of the assessment task been described appropriately?<br>• Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?<br>• Does the marking rubric/style provide diagnostic information for the student? | |
| **B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)**<br><br>• Does the feedback allow the assessment to be used for formative purposes?<br>• Is feedback expressed in appropriate language for the age/stage of the students?<br>• Does the feedback<br>    -acknowledge the student's areas of strength?<br>    -identify areas where the student needs to do more work?<br>    -indicate strategies to help the student improve? | |
| **C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)**<br><br>• Is the difference between ranking and moderation understood?<br>• Does the student recognise the importance of following marking guides/rubrics?<br>• Can the student listen professionally to the opinions of others?<br>• Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? | |
| **D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)**<br><br>• Has the student analysed and evaluated the schools' global assessment data?<br>• Has the student collected a range of the students' past performance data?<br>• Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?<br>• Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? | |
| **E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)**<br><br>• Are feedback and reporting understood as separate tasks?<br>• Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?<br>• Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades? | |
| **Comments:**<br><br><br> | |

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

*Feedback*

| Assessment Task | Feedback Mechanism | Feedback Date |
|---|---|---|
| Assessment 1 - Test | *Written* | *23rd August* |
| Assessment 2 – Practical Resources File | *Written* | *27th September* |
| Hurdle requirement | *Written* | *16th August* |

## 8.   RESOURCES

*Required Readings*

NESA (2016) Geography K-10 Syllabus (Interactive web version / PDF download available at http://syllabus.nesa.nsw.edu.au/hsie/geography-k10/)

Kleeman et al (2008) Keys to Fieldwork Macmillan

*Further Readings*

Harrison, N (2008), *Teaching and learning in Indigenous education.* Oxford, Sydney

Kriewaldt and Digby (2010) Keys to Geography Macmillan

*Other*

"Community of Geography Teachers" Facebook Group

"Geography Teachers Online" Facebook Group

"Geography Teacher's Association of NSW" Facebook Page