School of Education

EDST6738
History Method 2

Semester 2
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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
EDST6738 History Method 2 (6 units of credit)
Semester 2 2015

2. STAFF CONTACT DETAILS

Course Coordinator: Jennifer Jordan
Office Location: John Goodsell 132
Email: Jennifer.jordan@unsw.edu.au
Phone: (02) 9385 1914
Availability: 3:45 to 4pm Wednesday (otherwise via email for appointment)

Other Teaching Staff: Dr Denis Mootz
Office Location: John Goodsell 132
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Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Bernie Howitt
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Email: b.howitt@unsw.edu.au
Phone: (02) 9385 1914
Availability: via Email

Other Teaching Staff: Stephanie Ingster
Office Location: John Goodsell 132
Email: s.ingster@unsw.edu.au
Phone: (02) 9385 1914
Availability: via Email

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>History Single Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
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<table>
<thead>
<tr>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Wed (4-5 pm) Civil Eng 101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tutorial/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed (5-7 pm) (SI) Mat 308</td>
</tr>
<tr>
<td>Wed (5-7 pm) (JJ) Mat 102</td>
</tr>
<tr>
<td>Thurs (1-3 pm) (DM) Col LG01</td>
</tr>
<tr>
<td>Thurs (5-7 pm) (BH) Mat 313</td>
</tr>
</tbody>
</table>

Summary of Course
EDST 6738 History Method 2, aims to prepare Initial Teacher Education students in the theory and practice of teaching Senior History courses in Stage 6 in secondary schools. There will be a focus on ICT and assessment approaches and strategies.
Aims of the Course
This course aims to:
- Further students’ knowledge of the New South Wales syllabus documents for Stage 6 Ancient History, Modern History and Extension History.
- Provide opportunities for Initial Teacher Education students to develop the skills of a reflective classroom practitioner by engaging students in discussion and demonstration of best practice in the teaching and learning of Stage 6 History courses.

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 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>Demonstrate knowledge and understanding of the current philosophy and practice of History teaching in Stage 6 of the secondary schools.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrate knowledge and understanding of current NSW Board of Studies (BOS) syllabuses and support documents for Stage 6 Ancient History, Modern History and Extension History.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate knowledge and awareness of the classroom implications of the Department of Education and Training (DET) “Discussion Paper”, Quality Teaching in NSW Public Schools.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrate awareness of DET policies in Aboriginal education, gender equity, multicultural education, gifted education, students with special needs and “inclusion”.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate the skills necessary to implement syllabus aims, objectives and learning outcomes using a range of programming approaches, and a range of teaching and learning strategies.</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrate increasing awareness of best practice in the teaching and learning of History.</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrate the skills of a reflective practitioner.</td>
</tr>
</tbody>
</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
</tbody>
</table>
2.2 Organise content into an effective learning and teaching sequence. 1
2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2
2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages 1
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas. 2
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 1
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 1
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 1,2
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 2
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 2
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. 1,2

National Priority Area Elaborations

<table>
<thead>
<tr>
<th>Priority area</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aboriginal and Torres Strait Islander Education</td>
<td>A. 1 - 9</td>
</tr>
<tr>
<td>B. Classroom Management</td>
<td>B. 4, 5, 7</td>
</tr>
<tr>
<td>C. Information and Communication Technologies</td>
<td>C. 1 – 6, 9, 10, 12, 13</td>
</tr>
<tr>
<td>D. Literacy and Numeracy</td>
<td>D. 1, 4, 9, 12, 13, 14, 15</td>
</tr>
<tr>
<td>E. Students with Special Educational Needs</td>
<td>E. 3, 4, 5, 6, 8</td>
</tr>
<tr>
<td>F. Teaching Students from Non-English Speaking Backgrounds</td>
<td>F. 3, 4, 5, 7</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A range of 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. The lectures and tutorials are designed to be supportive, collaborative and engaging. Students are encouraged to participate fully in the tutorial activities.
5. TEACHING STRATEGIES

Teaching strategies used during the course will include:

- 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.
- 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.
- 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 and strategies.
- Online learning from materials on the Moodle website.

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 Beginning</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
</tr>
</thead>
</table>
| 1 (27-31 July)| Stage 6 Ancient History
Jenny Jordan
A 5,8; C 3, D 1, 5; F 5, | Stage 6 Ancient History |
| 2 (3-7 August)| Stage 6 Modern History
Stephanie Ingster
D 1, 5, 8, 11, 13, 14 | Stage 6 Modern History
Hurdle requirement |
| 3 (10-14 August)| Tactics for teaching Stage 6 History
Jenny Jordan
C 1, 2, 3, 4, 9, 10; D 8, 9, 13, 14
F 5, 7 | HSC & School Assessment
Hurdle requirement |
| 4 (17-21 August)| Stage 6 Assessment
Bernie Howitt
C 2, D 1, 12, 13, 14; F 5, | Marking Workshop
Oral Reports |
| 5 (24-28 August)| Source Study in Stage 6
Bernie Howitt
A 5, 8; C 9, 10; D 1, 8, 13, 14; F 5; E 3 | Marking Workshop
Oral Reports |
| 6 (31 August-4 September)| What is “new” the Ancient History:
Pompeii and Herculaneum / Sparta
Dr Denis Mootz
C 9, D 1, 8, 11; F 5; E 3 | Australian Curriculum History In NSW
Oral Reports |
| 7 (7-11 September)| What is “new” the Modern History
Cores: WW1 / Germany
Dr Denis Mootz
D 1, 8, 11; F 5, | Oral Reports
Contestability: German defeat in WW1. |
| 8 (14-18 September)| Extension History
D 1, 5, 12; F 5, | Resources Workshop |
## 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 Area Elaborations</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 Reflective Oral Report</td>
<td>3000 words</td>
<td>40%</td>
<td>1,2,3</td>
<td>1.3, 1.5, 2.1, 2.2, 2.6, 3.2, 3.6, 5.4</td>
<td>A 4; B 1, C 9, 11; D 1, 3, 4, 8.</td>
<td>19 August – 9 September 2015</td>
</tr>
<tr>
<td>Assessment 2 Test Construction</td>
<td>3000 words</td>
<td>60%</td>
<td>4,5</td>
<td>2.3, 2.5, 3.6, 5.1, 5.3, 5.4</td>
<td>A 4, C 13; D 3, 4, 10, 12, 18; F 5</td>
<td>11.59pm 15 Sept 2015 Turnitin.</td>
</tr>
<tr>
<td>Hurdle requirement Assessment, Feedback and Reporting</td>
<td>Hurdle requirement</td>
<td></td>
<td>1,5,7</td>
<td></td>
<td></td>
<td>5th August – 13th August 2015</td>
</tr>
</tbody>
</table>

### ASSESSMENT

**Assessment Details**

**Assessment 1 – Reflective Oral Report**

Approximate length: 10 min.  
Weighting: 40%  
Due: Weeks 19 Aug – 9 Sept 2015

Present an oral report combined with either PowerPoint or other presentation software on your experiences while on Professional Experience 1. The focus should be the interaction of history content, concepts or skills and history pedagogy. ICT could be an ideal focus area.

Full professional ethics and confidentiality must be observed (do not name the school or teachers).

1. Describe and discuss at least one significant example of pedagogy that proved very successful and worthwhile.
   a. What content / skills / concepts were you teaching? What pedagogy were you using?
   b. How did the interaction of these components enhance student learning?
   c. How did you know?

2. Challenges and Opportunities
   a. Describe one significant challenge that you encountered as you attempted to integrate concepts / skills / content knowledge and History pedagogy?
   b. How did you respond to this challenge?

Opportunity will be given for interaction and discussion. A roster for the oral presentations will be organised in class. If you are unable to present your reflection on the agreed day (due to illness for example), you must inform your tutor as soon as possible before the assigned tutorial time.

The duration of the presentations may be altered according to the number of students or if there are topics that need further exploration in class.
## Specific Criteria

### Understanding of the question or issue and the key concepts involved
- Demonstrate awareness / understanding of the challenges of integrating history pedagogy and content knowledge.

### Depth of analysis and/or critique in response to the task
- Describe and discuss an example of successful integration of history pedagogy and content knowledge.

### Familiarity with and relevance of professional and/or research literature used to support response
- Display evidence of self-reflective practice in descriptions of challenges and opportunities.

### Structure and organisation of response

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

## General Comments/Recommendations for Next Time

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
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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 – Test Construction

Length: 3000 words  Weighting: 60%  Due: 15th September 2015

Construct a source-based test for a topic for a class that you have taught or observed.

The test will have two parts. Students should be required to use sources in both parts of the test:

- Part A: Questions 1 – 20: multiple choice questions, each with 4 options, based on use of sources.
- Part B: Question 21 (a) and (b): short response answers requiring 5 -10 lines; based on sources; no choice.
- Questions 22 and 23: extended response answer requiring 15-20 lines of writing; provide some choice.

In your rationale:

a) Identify the topic, the syllabus outcomes and Inquiry Questions for the topic(s) being tested.
b) Explain how the content tested is appropriate for the topic and lessons taught.
c) Map outcomes against the test items.
d) Comment on the choice of each source used…readability and variety.
e) Comment on the variety of question stems and types used.
f) Provide the correct answers for Part A.
g) Comment on what curriculum and assessment knowledge was needed to develop the learning for this test.
h) Include detail of how you would moderate this test.

Provide ‘Marking Guidelines’ for the written answers in Part B
### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Criterion</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
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<tr>
<td>• Explain the relationship of sources to the topic, IQs and outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Explain the choice of content and sources, variety of question stems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and types.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>used to support response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Construct and explain ‘Marking Guidelines’ for Part B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Construct the test, answer distribution, distracters, outcome mapping,</td>
<td></td>
<td></td>
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<tr>
<td>extended responses.</td>
<td></td>
<td></td>
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<tr>
<td>Presentation of response according to appropriate academic and linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.
**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.

View some work samples that teachers in your subject area have aligned to grades A to E at BOSTES 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 texts (one can be oral, one can be visual). The number depends on the length of the text. 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 and 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. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. 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.
STUDENT TEACHER

<table>
<thead>
<tr>
<th>Details</th>
<th>Method</th>
<th>Topic/level</th>
</tr>
</thead>
</table>

**AITSL Standard 5**
Assess, provide feedback and report on student learning

**A.** Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)
- Has the purpose of the assessment task been described appropriately?
- Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved?
- 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)
- Does the feedback allow the assessment to be used for formative purposes?
- Is feedback expressed in appropriate language for the age/stage of the students?
- Does the feedback
  - acknowledge the student’s areas of strength?
  - identify areas where the student needs to do more work?
  - 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)
- Is the difference between ranking and moderation understood?
- Does the student recognise the importance of following marking guides/rubrics?
- Can the student listen professionally to the opinions of others?
- 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)
- Has the student analysed and evaluated the schools’ global assessment data?
- Has the student collected a range of the students’ past performance data?
- Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected?
- 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)
- Are feedback and reporting understood as separate tasks?
- Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning?
- Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades?

**Comments:**

Lecturer:    Date:                         Satisfactory / Unsatisfactory   (circle)
8. RESOURCES

Required Readings

Essential Documents; Students must be familiar with:

- NSW DET, (2003). Quality Teaching in NSW Public Schools, Sydney, NSW
- Board of Studies, (2004). Syllabus for Ancient History Years 11 - 12, North Sydney, NSW.
- Board of Studies, (2004). Syllabus for Modern History Years 11 - 12, North Sydney, NSW.
- Board of Studies, (1998). Syllabus for Extension History Years 11 - 12, North Sydney, NSW.

Board of Studies Syllabuses can be downloaded from www.boardofstudies.nsw.edu.au

E – Handbook / Teachers’ Guide:
NCHE Professional Digest
http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page

Further Readings
Attwood, B. (2005). Telling the truth about Aboriginal history. All and Unwin, Crows Nest.
Henderson, R. (2012). Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia
