



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6743

Science Double Method 2

Semester 2, 2017

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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 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
EDST6743 Science Double Method 2 (12 units of credit)
Semester 2 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Judith Morgan
Email: ja.morgan@unsw.edu.au
Availability: Mondays 7.00 -7.15pm

Tutor: Oriana Miano
Email: o.miano@unsw.edu.au
Availability: Mondays 7.00 -7.15pm

Tutor: Rana Kaddour
Email: r.kaddour@unsw.edu.au
Availability: Mondays 7.00 -7.15pm

Tutor: Jennifer Ming
Email: j.ming@unsw.edu.au
Availability: Thursdays 7.00 -7.15pm

3. COURSE DETAILS

Course Name	Science Double Method 2	
Credit Points	12 units of credit (uoc)	
Workload	Includes 300 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lectures	Mondays 4.00 – 5.30pm (Old Main 230) Thursdays 4.30 – 5.30pm (Mathews 310)	Weeks 1-8
Tutorial A	Mondays 5.30 – 7.30pm (Mathews 308) Thursdays 5.30 – 7.30pm (John Goodsell LG21)	Weeks 1-8
Tutorial B	Mondays 5.30 – 7.30pm (Mathews 311) Thursdays 5.30 – 7.30pm (Mathews 104)	Weeks 1-8

Summary of Course

This course is designed to develop in Initial Teacher Education students appropriate pedagogies for teaching Science, as well as offering an insight into the nature and practice of Science. Initial Teacher Education students will develop skills in planning and teaching lessons, contextualising science, managing practical work in science classrooms and integrating ICT resources into lessons. Important issues such as student prior learning, assessment, student differences and safety are also considered. Initial Teacher Education students will critically evaluate the features of effective classroom practice. The course focuses on the requirements and philosophy of the NSW Science syllabuses.

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

- The structure of the course has changed so that Stage 4/5 and Stage 6 are taught sequentially
- Assessment Task 1 has been changed to the production of literacy and numeracy resources for Stage 6 rather than Stage 4/5.

Important Information

As students already have or will soon have a Science degree, it is assumed that students have a well-developed knowledge of the Science content covered in NSW schools up to the end of stage 5, as well as knowledge of the Science content for at least one Stage 6 course. Science content will not be taught in this course.

This course relies heavily on the use of Moodle, so students will be required to bring a laptop to tutorials, or to negotiate to share one with group members. Students will be allocated to groups in Moodle and will be expected to use the internet to source a range of materials for lesson and unit planning. Students will use ICT tools to collaborate in groups to design teaching resources that will be uploaded to Moodle for sharing with the whole group, so that by the end of the course students will have access to a wide range of teacher developed resources.

Students are required to upload their photo to their Moodle profile.

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

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard		Assessments
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, 3
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, 3
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1, 2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, 2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1, 2, 3
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1, 3
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1
3.3	Include a range of teaching strategies	1
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, 3
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, 3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2, 3
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	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
Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12	1, 3
Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9,10	1, 3
Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11, 12, 13, 14	1, 3
Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8 ,9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	3
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the Science classroom. Emphasis will be placed on the relationship between the nature and practice of Science, the role and value of science in society and science pedagogy. A particular focus will be on strategies that can promote student engagement with Science.

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 foster 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
- 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.
- Online learning from readings on the Moodle website and online discussions
- In tutorials, students will be expected to work in small groups to develop diverse products such as narratives, contexts, sections of units of work, lesson plans, teaching resources, and assessment tasks. Each group will be expected to upload and share their work in progress to Moodle by 6.45pm on Monday tutorial evening and 7:15pm on Thursday tutorial evening. This work will be monitored by the tutors, and contribute to the total grade for each student. Students who are absent on the day, but who still wish to submit their tutorial work can email it to their tutor the next day only. A debriefing session will be conducted 15 minutes prior to the end of each tutorial.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	MONDAY 4.00 – 7.00 pm	THURSDAY 4.30 – 7.30 pm
1 24-28 July	<p>Lecture: Morgan The new Stage 6 Syllabuses</p> <p>Tutorial: Morgan, Miano Deconstructing the new Stage 6 Syllabuses</p> <p>Priority Areas: Classroom Management B1, 5, 7, 10 ICT C1,2,3,4,5,6,7,8,9,10,12,14 Literacy and Numeracy D1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 15, 17, 18, 19</p>	<p>Lecture: Ming Stage 6 Depth Studies</p> <p>Tutorial: Ming, Kaddour Designing a Depth Study</p> <p>Priority Areas: Classroom Management B1, 5, 7, 10 ICT C1,2,3,4,5,6,7,8,9,10,12,14 Literacy and Numeracy D1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 15, 17, 18, 19</p>
2 31 July - 4 Aug	<p>Lecture: Kaddour Differentiating teaching to meet specific learning needs in Stage 4/5 (Science Life Skills, LBOTE, ATSI)</p> <p>Tutorial: Kaddour, Miano Modifying lessons to cater for specific learning needs</p> <p>Priority Areas: ATSI Education: A4, A5, A6 Classroom Management: B1, B4, B5 ICT: C3, C4, C5, C6, C8, C9, C10, C11, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19 Special Educational Needs: E4, E6, E7, E8 NESB: F6, F7, F9</p>	<p>Lecture: Morgan Differentiating teaching to meet specific learning needs in Stage 4/5- Gifted & Talented Science students</p> <p>Tutorial: Morgan, Ming Modifying content, process and product in Science lessons</p> <p>Priority Areas: Classroom Management : B1 ICT: C3, C4, C5, C6, C8, C9, C10, C11, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19 Special Educational Needs: E3, E4, E6, E7, E8</p>
3 7 - 11 Aug	<p>Lecture: Morgan Introduction to Assessment; Familiarisation with a range of assessment strategies</p> <p>Tutorial: Morgan, Miano Evaluating some Stage 4/5 Assessment Tasks</p> <p>Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>	<p>Lecture: Ming Refining Assessment for Stage 4/5</p> <p>Tutorial: Ming, Kaddour Designing Stage 4/5 Assessment Tasks</p> <p>Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>
4 14 – 18 Aug	<p>Lecture: Morgan Refining Assessment for Stage 6</p> <p>Tutorial: Morgan, Miano Evaluating some Stage 6 Assessment Tasks</p> <p>Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>	<p>Lecture: Ming Refining Assessment for Stage 6</p> <p>Tutorial: Ming, Kaddour Writing Stage 6 Assessment Tasks</p> <p>Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>

<p>5 21 – 25 Aug</p>	<p>Lecture: Morgan Marking Strategies Tutorial: Morgan, Miano Grading Student Tasks Stage 4/5 (Hurdle Requirement) Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>	<p>Lecture: Ming Marking Stage 6 Assessment Tasks Tutorial: Ming, Kaddour Marking Stage 6 tasks Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>
<p>6 28 Aug – 1 Sept</p>	<p>Lecture: Morgan Preparing students for HSC Science examinations Tutorial: Morgan, Miano Simulated marking of HSC Scripts Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>	<p>Lecture: Kaddour Using assessment data to improve learning Tutorial: Ming, Kaddour Analysing assessment data Priority Area: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>
<p>7 4 - 8 Sept</p>	<p>Lecture: Morgan Project based learning: Student Research Projects and Depth Studies Tutorial: Morgan, Miano Priority Areas: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C13, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>	<p>Lecture: Ming Providing feedback to students and parent; Reporting and Parent Interviews Tutorial: Ming, Kaddour Reporting scenarios; Parent Interview scenarios Priority Areas: ICT: C3, C4, C5, C6, C7, C8, C9, C10, C12, C13, C14 Literacy and Numeracy: D1, D2, D3, D4, D5, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18 D19</p>
<p>8 11 – 15 Sept</p>	<p>Lecture: Morgan Revisiting the National Professional Standards for Teachers; Professional Conduct and Ethics Tutorial: Morgan, Miano What sort of teacher do you want to be? Completion of CATEI reports Priority Area: ICT: C3, C4, C5, C6, C8, C9, C10, C12, C14</p>	<p>Lecture: Ming Where to next? Job readiness, accreditation, school expectations, professional associations Tutorial: Ming, Kaddour Analysing school expectations using job advertisements Priority Area: ICT: C3, C4, C5, C6, C8, C9, C10, C12, C14</p>

7. RESOURCES

Required Readings

Each student is required to obtain from the Board of Studies website the following Board of Studies documents: Stage 4/5 Science Syllabus, one Stage 6 Science syllabus (i.e., Physics, Chemistry, Biology or Earth and Environmental Science) and the Stage 4/5 and 6 Support Documents.

It is not necessary to purchase High School Science text books for this course. Textbooks will not usually be used during tutorials.

Optional Senior Textbooks

[Chidrawi G](#), [Robson, M.](#), [Hollis. S.](#) (2008) *Biology in Focus*

Smith, R (2004) *Conquering Chemistry* 4th Edition

[Xiao L. Wu](#), [Farr](#), R. (2009) *Physics in Focus*

Optional Junior Textbooks

Jenny Zhang, Diane Alford, David McGowan, Craig Tilley (2013) *Oxford Insight Science 9 &10* (oBook version)

Additional Readings

Bryson, B. (2004) *A Short History of Nearly Everything*, Black Swan, London

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

Hazzard, J. (2004) *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*

[Chidrawi G](#), [Robson, M.](#), [Hollis. S.](#) (2008) *Biology in Focus* (eBook version)

Smith, R (2004) *Conquering Chemistry* 4th Edition (eBook version)

[Xiao L. Wu](#), [Farr](#), R. (2009) *Physics in Focus* (eBook version)

Recommended websites

NSW Board of Studies

<http://www.boardofstudies.nsw.edu.au/>

Science Teachers Association of NSW

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

Moodle – Getting Started for Teachers http://docs.moodle.org/en/Getting_started_for_teachers

Moodle – Teacher Documentation

http://docs.moodle.org/en/Teacher_documentation

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Task 1 Portfolio of Stage 6 Resources	5000 words	40%	1, 2, 3, 4	1.3, 1.5, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 4.2	C3, C4, C5, C6, C7, C8, C9, C10, C12, C14,D1,D2,D3 D4,D5,D6,D7, D9,D10,D11, D12, D13, D14,D15, D16, D17,D18, D19	Week 4 18 August
Task 2 Assessment Task Development	5000 words	40%	1, 2, 3, 4, 5	2.1, 2.3, 3.6, 5.1, 5.4	C3, C4, C5, C6, C7, C8, C9, C10, C12, C14,D1,D2,D3 D4,D5,D6,D7, D9,D10,D11, D12, D13, D14,D15, D16, D17,D18, D19	Week 8 15 September
Task 3 Critical Reflection and Contributions to Class	2000 words	20%	1, 2, 3, 4, 5, 6	1.3,1.5,2.6, 3.4	A4, A5, A6, B1, B4, B5, C3, C4, C5, C6, C7, C8, C9, C10, C12, C14,D1,D2,D3 D4,D5,D6,D7, D9,D10,D11, D12, D13, D14,D15, D16, D17,D18, D19, E4, E6, E7, E8, F6, F7, F9	Weeks 1 - 8
Hurdle requirement Assessment, Feedback and Reporting	NA	Hurdle requirement	1, 2, 3, 5	5.1, 5.2, 5.3, 5.4, 5.5		Week 4 25 August

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.

Task 1: Portfolio of Stage 6 Resources

This task requires you to develop a portfolio of teaching and learning resources for Stage 6. You are to develop **nine** teaching and learning activities as follows:

- two items addressing Stage 6 literacy skills
- one item addressing Stage 6 numeracy skills
- three items addressing some skills from Working Scientifically
- two items addressing some Stage 6 content

The activities should be linked to the any of the Science syllabuses, and should relate to a specific activity (not generic) that can be performed in a Science lesson.

For **each** teaching and learning activity you should include:

- a description of a teaching and learning activity
- links to the syllabus, including outcomes **and** content statements
- a resource to provide to students, either as a pdf or as part of a website or app
- strategies to differentiate the activity for a least one identified group of students

NB. ALL SYLLABUS OUTCOMES AND CONTENT STATEMENTS MUST BE WRITTEN AS FULL STATEMENTS, ACCOMPANIED BY THEIR IDENTIFYING NUMBERS

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6743 SCIENCE DOUBLE METHOD 2

Student Name:

Student No.:

Task 1: Portfolio of Stage 6 Resources

SPECIFIC CRITERIA	(-)	—————>			(+)
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Understanding of syllabus requirements regarding literacy, numeracy and the Working Scientifically skills • Understanding of strategies to develop literacy, numeracy and Working Scientifically skills • Understanding of Stage 6 Knowledge and Understanding requirements 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • Ability to plan and assess for effective learning by designing teaching and learning activities using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • Inclusion of 8 required teaching and learning activities • For each activity the following included: <ul style="list-style-type: none"> - a description of a teaching and learning activity - links to the syllabus, including outcomes and content statements - a resource to provide to students, either as a pdf or as part of a website or app - strategies to differentiate the activity for a least one identified group of students 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Demonstration of knowledge of syllabuses, relevant policies and procedures • Reference specifically to material, research and ideas presented in Science method lectures and prescribed readings • Demonstration of understanding of relevant literature on Science education 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Use of an appropriate format, logical sequence and appropriate format 					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length • Appropriateness of overall structure of response • Clarity and coherence of organization; logical sequence • Use of appropriate format 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p> 					

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.**

Task 2: Assessment Task Development

This task requires you to develop two assessment tasks, as outlined below.

- A stage 4/5 task of your choosing that assesses both knowledge and understanding and skills outcomes. The task should not be a unit test or a student research project (SRP).
- A stage 6 end of unit test, consisting of 10 multiple choice questions, 10 short answer questions and two extended response questions, that assesses both knowledge and understanding and skills outcomes

In addition, for each task you should submit the following:

- Links to the syllabus, including outcomes **and** content statements
- Marking criteria for each task
- Sample answers for each task
- A discussion of how responses to the task could be used to evaluate student learning and be used to modify teaching and learning programs.

NB. ALL SYLLABUS OUTCOMES AND CONTENT STATEMENTS MUST BE WRITTEN AS FULL STATEMENTS, ACCOMPANIED BY THEIR IDENTIFYING NUMBERS

The assessment task is to be submitted via Moodle.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6743 SCIENCE DOUBLE METHOD 2

Student Name:

Student No.:

Task 2: Assessment Task Development

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 Science teaching 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Thorough development of one Stage 4/5 and one Stage 6 assessment task • Required structure used for the Stage 6 task • Syllabus links explicitly stated, including outcomes and content statements • Marking criteria for each task thoroughly explained • Sample answers that would score full marks for each task included • Discussion of how responses to the task could be used to evaluate student learning and be used to modify teaching and learning programs. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Demonstration of knowledge of syllabuses, relevant policies and procedures • Reference specifically to material, research and ideas presented in Science method lectures and prescribed readings • Demonstration of understanding of relevant literature on Science education 					
Structure and organisation of response <ul style="list-style-type: none"> • Use of an appropriate format 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • writing demonstrates fluency and accuracy in both English and the target language • writes with clarity and appropriately for the given audience 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

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.**

Task 3: CRITICAL REFLECTION AND CONTRIBUTIONS TO CLASS FORUMS

While working on tasks during tutorials, students will be assigned to groups in Moodle, and will be required to contribute to class wikis, blogs and forums designed to allow collaboration and sharing of resources amongst students. Students will be graded on the quality and frequency of their contributions to these wikis and forums.

There will be some assessable discussions initiated by lecturers. Students must make an initial contribution to each of these discussions. Students are encouraged to start their own discussion threads related to the content of lectures in Moodle, and these will also be graded. Students are further expected to post reflective replies to the postings of other students.

The forums will cover a number of the key concepts from lectures and tutorials, including:

- students' varied approaches to learning
- the diverse social, cultural, ethnic and religious backgrounds of students, and the effects of these factors on learning
- how students' skills, interests and prior achievements affect learning
- strategies for addressing individual student needs
- creating an environment of respect and rapport
- establishing a climate where learning is valued and students' ideas are respected
- philosophy underpinning the Stage 6 science courses
- assessment strategies
- project based learning
- analysis and reflection on teaching practice
- characteristics of an effective Science teacher
- standards of professional practice in teaching

This assessment task is to be submitted via Moodle.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6743 SCIENCE DOUBLE METHOD 2

Student Name:

Student No.:

Task 3: Critical Reflection and contributions to class forums

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> understanding of the task by clearly identifying and responding to the main issues and their relationship to relevant areas of theory, research and practice 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> Depth of analysis in initial response to forum posts by lecturers. Sustained and meaningful post to initiate discussion. Sustained and meaningful posts to contribute to discussions initiated by other students 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> Demonstration of knowledge of syllabuses, relevant policies and procedures Reference specifically to material, research and ideas presented in Science method lectures and prescribed readings Demonstration of understanding of relevant literature on Science education 					
Structure and organization of the response <ul style="list-style-type: none"> ongoing engagement with forum, class wikis/discussions in Moodle maintained throughout the course Engagement with forum, class wikis/discussions in Moodle maintained in a timely manner 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> contributions are reflective and of an appropriate standard clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 20%

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 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 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 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.

Students who did Professional Experience 1 last year and therefore have not collected student assessment responses for this Hurdle Requirement can use responses publicly available on the Assessment Resource Centre (ARC) at the BOSTES website or from ACARA work samples on their website.

Note that the most of the requirements for this task will be completed during your Professional Experience. Students will be given additional time in the Monday Week 5 tutorial to complete this task. They will share the tasks with their group members to work towards the requirements of this task. The task will be due the following week.

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.

This assessment task is to be submitted via Moodle.



STUDENT TEACHER

Name:	zID:	Date:
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Details	
Method	Topic/level

AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
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<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> • 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? 	
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 	
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> • 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? 	
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> • 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? 	
<p>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)</p> <ul style="list-style-type: none"> • 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)

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Portfolio of Literacy and Numeracy Resources	Feedback sheet via Moodle	18 September
Task 2 Assessment Task Development	Feedback sheet via Moodle	9 October
Task 3 Critical Reflection and Contributions to forums	Feedback sheet via Moodle	13 November