TEP 428

History in the Secondary School II

S2 Day 2014

Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
TEP427(P) and (TEP401(S) or TEP414(S))

Corequisites
TEP402

Co-badged status

Unit description
This unit builds upon the skills, ideas and understandings that students have gained from completing TEP427. It concentrates on consolidating and refining students' programming, lesson planning and teaching and learning strategies. The unit provides an in-depth analysis of current trends in teaching modern, ancient and extension history and looks more closely at the senior syllabi, standards-based assessment and the requirements of the HSC. The unit focuses on developing students' competence, confidence and professionalism in teaching history in the secondary school. All work in this unit is closely aligned with TEP402.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1: demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history.

UO2: research, select, evaluate and create appropriate resources for teaching and learning history. UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.

UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.

UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills

UO5: use historical understandings and skills and the process of historical inquiry to teach history

UO6: demonstrate understanding of NSW Board of Studies assessment requirements for ROSA and Higher School Certificate

UO7: design assessment strategies that demonstrate the achievement of outcomes.

UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Assessment Tasks

Name	Weighting	Due
Folio Option	35%	As per Course Outline
Action Research Project	35%	Weeks 3, 6, 9 & 12
Extension History Case Study	30%	November 6

Folio Option

Due: **As per Course Outline**
Weighting: **35%**

A choice of Stage 6 resources to be prepared and ready for classroom use.

On successful completion you will be able to:
- UO1: demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO7: design assessment strategies that demonstrate the achievement of outcomes.

Action Research Project

Due: **Weeks 3, 6, 9 & 12**
Weighting: **35%**

Students will choose an aspect of the pedagogies they have studied and research it further using their literature reviews and in school experience to draw conclusions and add to their knowledge

merging theory with practice.

On successful completion you will be able to:
- UO1: demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2: research, select, evaluate and create appropriate resources for teaching and learning history. UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills
- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Extension History Case Study

Due: **November 6**
Weighting: **30%**

Students will present a short introduction to their chosen case study to their peers. The peers will give written d=feedback based upon the criteria and the student will have one week to adjust and submit for marking.

On successful completion you will be able to:
- UO1: demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills
- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO6: demonstrate understanding of NSW Board of Studies assessment requirements for ROSA and Higher School Certificate

Delivery and Resources

11 3 hour face to face workshops.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central.

Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO2: research, select, evaluate and create appropriate resources for teaching and learning history. UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills
- UO6: demonstrate understanding of NSW Board of Studies assessment requirements for ROSA and Higher School Certificate
- UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Assessment tasks

- Action Research Project
- Extension History Case Study

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- UO6: demonstrate understanding of NSW Board of Studies assessment requirements for ROSA and Higher School Certificate

Assessment task

- Extension History Case Study

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO1: demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2: research, select, evaluate and create appropriate resources for teaching and learning history. UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
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- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO6: demonstrate understanding of NSW Board of Studies assessment requirements for ROSA and Higher School Certificate
- UO7: design assessment strategies that demonstrate the achievement of outcomes.

Assessment tasks

- Folio Option
- Action Research Project
- Extension History Case Study

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO7: design assessment strategies that demonstrate the achievement of outcomes.

Assessment tasks

- Folio Option
- Action Research Project
- Extension History Case Study

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO5: use historical understandings and skills and the process of historical inquiry to teach history

Assessment tasks

- Folio Option
- Action Research Project
- Extension History Case Study

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- UO2: research, select, evaluate and create appropriate resources for teaching and learning history. UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO3: develop logical and sequential lessons and teaching and learning programs to meet learning outcomes.
- UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills
- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO7: design assessment strategies that demonstrate the achievement of outcomes.

Assessment tasks

- Folio Option
- Action Research Project
- Extension History Case Study

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- UO4:implement a range of pedagogical models, including ICT to teach historical knowledge, understandings and skills
- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Assessment tasks

- Action Research Project
- Extension History Case Study

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- UO5: use historical understandings and skills and the process of historical inquiry to teach history
- UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Assessment tasks

- Action Research Project
- Extension History Case Study

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- UO8: Demonstrate effective communication strategies to engage learners including listening and questioning strategies

Assessment task

- Action Research Project