TEP 428

History in the Secondary School II

S2 Day 2015

Dept of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
TEP401(S) and TEP427(P)

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.

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
Stage 6 Programme	30%	11 September 2015
Preparing a Teaching Resource	30%	October 9 2015
Extension History Project	40%	November 2

Stage 6 Programme

Due: **11 September 2015**

Weighting: **30%**

Task 1 details:

ONE folio item is to be chosen and presented to the table group on the due date provided in the 'Program of Workshops' outline. **Presentation is NOT to exceed 10 minutes.** The table group will give detailed and written feedback based upon the outcomes of the task and you will have time to reflect and revise your task based upon this if you so choose.

Folio Item

Details

Modern History Unit of Work*

Prepare a unit of work of 4 weeks (24 x 40 min lessons or 16x 60 min lessons) duration for any section of the Preliminary or HSC Course. Identify appropriate learning outcomes.

Use a variety of teaching/learning strategies.

Include an assessment task and marking criteria.

Reference any resources.

Ancient History Unit of Work *

Prepare a unit of work of 4 weeks (24 x 40 min lessons or 16x 60 min lessons) duration for any section of the Preliminary or HSC Course. Identify appropriate learning outcomes.

Use a variety of teaching/ learning strategies.

Include an assessment task and marking criteria.

Reference any resources.

*The definition of a Unit of Work is that this may be a segment of a greater unit or teaching program. In some cases, it would take 10 weeks to teach a whole Stage 6 topic. For the purpose of this assessment task, only a 4 week program is necessary.

PLEASE NOTE: For any TEP428 assignment submitted, content must be different to that used for assignments submitted in TEP427.

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.

Preparing a Teaching Resource
Due: **October 9 2015**
Weighting: **30%**

Australian History Museum lesson

Prepare a consolidation lesson plan and resources based on the activities you participated in at the Australian History Museum. Identify the learning outcomes based on the Modern History Syllabus.

Include an assessment task and marking guidelines.

Source Booklet for Modern or Ancient History.

Prepare a source booklet of 15 sources for either Modern or Ancient History. The source booklet should include a range of *primary and secondary, written and visual sources. The booklet should have set questions or activities to develop students' historiographical skills.*

Video, game, role play or problem solving activity

Prepare a game, role play, internet activity or problem solving activity that would cater to the needs of Stage 6 students. Provide clear instructions or a demonstration of how it works. Provide a brief statement of the intended learning outcomes.

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.
- 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 Project
Due: **November 2**
Weighting: **40%**

For this assessment task you will:

- complete your own History Extension Project (Essay only will be submitted)

- write a reflection on the process and the implications for you as a teacher of Extension. (300 words)

Your project is to follow the History Extension project prescriptions and form as outlined in the History Extension syllabus (p. 24-28). The essay is to be 1700 words in length. No synopsis, annotation of bibliography or process log is required for this assignment.

Your process reflection (300 words) is to examine the pedagogical implications of this project (and how you deal with these) and for inquiry as a methodology in teaching History.

The topic can be on any area of interest to you but is to be original and not previously submitted in whole or part to either the university or any other educational institution.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

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.
- 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

- Stage 6 Programme
- Preparing a Teaching Resource
- Extension History Project

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.
- 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

- Preparing a Teaching Resource
- Extension History Project

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 Project

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.
- 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

- Stage 6 Programme
- Preparing a Teaching Resource
- Extension History Project

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

- Stage 6 Programme
- Preparing a Teaching Resource
- Extension History Project

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

- Stage 6 Programme
- Preparing a Teaching Resource
- Extension History Project

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

- Preparing a Teaching Resource
- Extension History Project

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

- Preparing a Teaching Resource
- Extension History Project

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

- Preparing a Teaching Resource