# TEP 427

## History in the Secondary School I

S1 Day 2017

*Department of Educational Studies*

## Contents


General Information 2

Learning Outcomes 3

Assessment Tasks 3

Delivery and Resources 4

Policies and Procedures 5

Graduate Capabilities 6



**Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

# General Information

Unit convenor and teaching staff

Tutor
Dr Kim Wilson
kim.wilson@mq.edu.au
Contact via email

Tutor
Martin Mansfield
martin.mansfield@mq.edu.au
Contact via email

Convenor
Judy Adnum
judy.adnum@mq.edu.au
Contact via 0431011008

Credit points
3

Prerequisites
TEP388

Corequisites
TEP401

Co-badged status

Unit description
This unit explores the value of teaching History in the current educational context and provides relevant and innovative pedagogies for secondary History teachers. Current syllabus developments and directions in teaching History are examined, and student-based and cooperative learning strategies are modelled and discussed. There is a strong focus on developing students' understanding of literacy, aboriginal education, multiculturalism, and civics and citizenship education. The unit examines how teachers can implement technology into their classroom practice to develop historical skills and understandings. The unit is closely related to TEP401. Please consult the Secondary TEP guide for recommended prior discipline studies.

## 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:

H1 demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history

H2 research, select, evaluate and create appropriate resources for teaching and learning history

H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes

H4 implement a range of pedagogical models to teach historical knowledge, understandings and skills

H5 use historical understandings and skills and the process of historical inquiry to teach history

H6 integrate ICT into the teaching of history

H7 demonstrate understanding of NSW Board of Studies assessment requirements for Higher School Certificate

H8 design assessment strategies that demonstrate the achievement of outcomes

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Lesson sequence includng skill | 30% | No | 28 March 2017 |
| In class presentation | 30% | No | 4-6/4/2017 and 16/5/17 |
| Teaching program | 40% | No | 8/6/2017 |

## Lesson sequence includng skill

Due: **28 March 2017**
Weighting: **30%**

Showing the teaching and devlopment of an historical skill with reflection.

On successful completion you will be able to:

- H1 demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history
- H4 implement a range of pedagogical models to teach historical knowledge,

understandings and skills

## In class presentation

Due: **4-6/4/2017 and 16/5/17**
Weighting: **30%**

Describing and presenting concepts

On successful completion you will be able to:

- H1 demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history
- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H6 integrate ICT into the teaching of history
- H7 demonstrate understanding of NSW Board of Studies assessment requirements for Higher School Certificate

## Teaching program

Due: **8/6/2017**
Weighting: **40%**

Depth Study writing

On successful completion you will be able to:

- H1 demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history
- H4 implement a range of pedagogical models to teach historical knowledge, understandings and skills
- H5 use historical understandings and skills and the process of historical inquiry to teach history
- H8 design assessment strategies that demonstrate the achievement of outcomes

# Delivery and Resources

***Presentation of written work and teaching resources***

All assignments must be presented in word processed format and submitted via turnitin. Use of appropriate and relevant computer programs is an important part of your development and presentation as a professional and will be expected of you as a beginning teacher. Teaching

materials (such as source sheets, study guides, assignment guidelines, etc.) should also be word processed, of a professional standard and ready for classroom use. There will be occasions when it is appropriate to use free-hand for labelling, captions, drawing or graphics, but once again a high standard of presentation is required. Teaching materials convey information or instructions and should also model effective communication and presentation.

***Standard of Literacy***

You are expected to demonstrate a high level of literacy competence in your written work in order to pass each assignment. Repetitive grammatical errors will be considered evidence of lack of knowledge of correct grammatical forms, e.g. plural nouns, possessive case, etc., and will be penalised. ***Please take care to spell-check and proof-read your work before submitting it for marking***. Tasks with errors in spelling, grammar and punctuation cannot access the highest grade. It may be helpful to have a peer read your work for such errors.

# 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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H4 implement a range of pedagogical models to teach historical knowledge,

understandings and skills

- H5 use historical understandings and skills and the process of historical inquiry to teach history
- H6 integrate ICT into the teaching of history
- H8 design assessment strategies that demonstrate the achievement of outcomes

### Assessment tasks

- Lesson sequence includng skill
- In class presentation
- Teaching program

## 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

- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H5 use historical understandings and skills and the process of historical inquiry to teach history
- H7 demonstrate understanding of NSW Board of Studies assessment requirements for Higher School Certificate

### Assessment tasks

- In class presentation
- Teaching program

## 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 outcomes

- H4 implement a range of pedagogical models to teach historical knowledge, understandings and skills
- H5 use historical understandings and skills and the process of historical inquiry to teach history

## Assessment tasks

- Lesson sequence includng skill
- Teaching program

# 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

- H1 demonstrate understanding of the knowledge base underpinning the principles and practices of teaching and learning history
- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H5 use historical understandings and skills and the process of historical inquiry to teach history
- H8 design assessment strategies that demonstrate the achievement of outcomes

## Assessment tasks

- Lesson sequence includng skill
- In class presentation
- Teaching program

# 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

- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H6 integrate ICT into the teaching of history
- H8 design assessment strategies that demonstrate the achievement of outcomes

### Assessment tasks

- In class presentation
- Teaching program

## 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

- H4 implement a range of pedagogical models to teach historical knowledge, understandings and skills
- H5 use historical understandings and skills and the process of historical inquiry to teach history
- H6 integrate ICT into the teaching of history
- H8 design assessment strategies that demonstrate the achievement of outcomes

### Assessment tasks

- Lesson sequence includng skill
- In class presentation
- Teaching program

## 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

- H2 research, select, evaluate and create appropriate resources for teaching and learning history
- H3 develop logical and sequential lessons and teaching and learning programs to meet learning outcomes
- H6 integrate ICT into the teaching of history
- H8 design assessment strategies that demonstrate the achievement of outcomes

### Assessment tasks

- In class presentation
- Teaching program

## 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 outcome

- H4 implement a range of pedagogical models to teach historical knowledge, understandings and skills

### Assessment tasks

- Lesson sequence includng skill
- Teaching program

## 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

- H7 demonstrate understanding of NSW Board of Studies assessment requirements for Higher School Certificate

## Assessment task

- In class presentation