



TEP 428

History in the Secondary School II

S2 Day 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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10am – 12noon Monday and 10am – 12noon Thursday

Tutor

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By appointment

Credit points

3

Prerequisites

TEP401(S) and TEP427

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 materials to meet learning outcomes.

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

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

UO6 demonstrate understanding of the NSW Education Standards Authority (NESA) assessment requirements.

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	Hurdle	Due
Stage 6 Teaching Resource	40%	No	15th September 2017
Tutorial participation	20%	No	Continuous
History Extension Essay	40%	No	10th November 2017

Stage 6 Teaching Resource

Due: **15th September 2017**

Weighting: **40%**

Students are tasked with designing a teaching resource for either an Ancient History OR Modern History Stage 6 class. The teaching resource **must** be selected from one of the options noted below.

Option A: Source Booklet for Stage 6 Ancient History OR Modern History

Option B: Resources for Stage 6 Ancient History OR Modern History Flipped Learning

Option C: Game, Role Play, Internet Activity OR Problem Solving Activity.

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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Tutorial participation

Due: **Continuous**

Weighting: **20%**

Tutorial participation including the Team Teaching micro-lesson and Assessment Task 3 consultation will evaluate student participation in the workshops and provide opportunities for students to team-teach and receive feedback from the tutor on the progress of Assessment Task 3.

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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO5 use historical understandings and skills and the process of historical inquiry to teach history.
- UO6 demonstrate understanding of the NSW Education Standards Authority (NESA) assessment requirements.
- UO7 design assessment strategies that demonstrate the achievement of outcomes.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

History Extension Essay

Due: **10th November 2017**

Weighting: **40%**

The History Extension Essay, Annotated Sources and Reflection requires students to investigate an area of changing historical interpretation and produce an essay and annotated sources as per the guidelines for the History Project in the *History Extension Stage 6 Syllabus* (2017).

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.
- UO5 use historical understandings and skills and the process of historical inquiry to teach history.
- UO6 demonstrate understanding of the NSW Education Standards Authority (NESA) assessment requirements.

Delivery and Resources

Students are expected to attend ONE 3-hour tutorial per week. The same content and activities are offered in all tutorials. The classes are a combination of lecture, tutorial and workshop where a high level of student participation is expected.

Activities completed during weekly tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

Prescribed Texts:

The following syllabi are available from the NESA website and are **essential** for this unit. You can download syllabi for free at <http://www.boardofstudies.nsw.edu.au/>

- *NSW Syllabus for the Australian Curriculum: Ancient History Stage 6 Syllabus* (2017)
- *NSW Syllabus for the Australian Curriculum: Modern History Stage 6 Syllabus* (2017)
- *NSW Syllabus for the Australian Curriculum: History Extension Stage 6 Syllabus* (2017)

Further Resources

Further resources are noted in the Unit Outline and a selection of material will be made available on the iLearn site.

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

- UO2 research, select, evaluate and create appropriate resources for teaching and learning history.
- UO3 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding 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.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO5 use historical understandings and skills and the process of historical inquiry to teach history.
- UO6 demonstrate understanding of the NSW Education Standards Authority (NESA) assessment requirements.
- 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

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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

- 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, understanding 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

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO5 use historical understandings and skills and the process of historical inquiry to teach history.
- UO6 demonstrate understanding of the NSW Education Standards Authority (NESA) assessment requirements.
- 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

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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

- 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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding 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.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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

- 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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding 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.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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

- 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 materials to meet learning outcomes.
- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO5 use historical understandings and skills and the process of historical inquiry to teach history.
- UO6 demonstrate understanding of the NSW Education Standards Authority (NESA)

assessment requirements.

- 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

- Stage 6 Teaching Resource
- Tutorial participation
- History Extension Essay

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

- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO8 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Tutorial participation

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 outcomes

- UO4 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO8 Demonstrate effective communication strategies to engage learners including

listening and questioning strategies.

Assessment tasks

- Stage 6 Teaching Resource
- Tutorial participation