TEP 440

Society and Culture in the Secondary School I

S2 Day 2017

Department of Educational Studies

Contents

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General Information

Unit convenor and teaching staff
Tutor
TBA
via email

Convenor
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Contact via janet.dutton@mq.edu.au
As required. Please make a suitable time via email.

Credit points
3

Prerequisites
(3cp from TEP421-TEP433 or EDTE433) and EDTE410 and TEP401(S)

Corequisites
TEP402

Co-badged status
TEP402

Unit description
This unit builds on EDTE410. It is designed for students who plan to teach Society and
Culture for years 11 and 12 but whose major teaching subject is in another area, such as
Economics, Geography or History. The unit explores the aims, content and instructional
demands of the NSW Board of Studies, Teaching and Educational Standards' Society and
Culture syllabus documents for Stage 6, and assists students to design innovative, student-
centered units of work and to identify or develop appropriate teaching resources. Close links
are made with the ongoing school experience program.

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 a working knowledge and understanding of the structure, content and philosophy of

the Years 11-12 Society & Culture Syllabus;

UO2 the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning;

UO3 a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society & Culture

UO4 a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society & Culture classroom;

UO5 the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge;

UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;

UO7 a knowledge of the assessment and reporting requirements of Society & Culture, especially as they relate to management and monitoring of students' Personal Interest Projects; and

UO8 the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society & Culture classroom.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Project	50%	No	13/9/17
HSC Style Examination	50%	No	7/11/17

Research Project

Due: **13/9/17**
Weighting: **50%**

For this task, you are to develop a proposal for a Personal Interest Project that would be appropriate for a senior school student to undertake. You should consider ethical research practices, the appropriateness of your topic for a school-based study, the resources that may be available for students to access, and the time constraints of an approximately 9-month project (where Society and Culture will be 2 of approximately 12 units).

Part 1: The Proposal (up to 1000 words)

You will prepare a written report that must contain the following elements:

- The area you wish to explore in your PIP – what is the 'social problem' you will investigate? What questions will you need to ask in order to fully explore this issue?

- A clear statement of how your proposed topic relates to the Society and Culture syllabus.

- A literature review, where you include at least five (5) secondary sources that have covered this issue in the past. For each of the sources, you should provide a statement of the usefulness, validity and bias of the resource for your project.

- Your hypothesis, where you make an 'educated guess' about what you might find in your investigation.

- A statement of how your PIP will draw from the micro, meso and macro worlds.

- A statement of how you will address the cross-cultural component and the continuity and/or change component in your project.

Part 2: The Research Design (up to 500 words)

In this section you are to address the following:

- Which methods would be most appropriate for the completion of this project? Each method must be clearly explained and justified. You need to be specific in this section – for example, if you plan on conducting interviews:

  - Who will you interview and what do you hope to gain from this method?
  - What information will you seek from each method?
  - Who will you ask to participate in each stage of the research process?
  - How many participants will you require?
  - How will you practically complete the method?

You should aim for between 3 and 5 methods, depending on the nature of your project (excluding secondary research). PLEASE NOTE: All students MUST include the use of a questionnaire in their research design.

- Write the questionnaire that you would use to complete your research, using the principles of effective research. This should be included on a separate page.

Part 3: Reflection (up to 500 words)

Critically reflect upon where the greatest challenges are likely to arise in the completion of this Personal Interest Project for a school student, and how the teacher could assist in overcoming these.

In this task (Parts 1, 2 and 3), you will be assessed on your ability to:

- Demonstrate your understanding of the structure, content and philosophy of the

Society and Culture syllabus

- Demonstrate understanding and application of social and cultural research methodologies and the ability to make informed judgements on their usefulness, validity and bias

- Demonstrate empathy with prospective students by providing a considered reflection on challenges students are likely to face in the completion of a Personal Interest Project

Present a well-structured written response that is clear and concise, with spelling, grammar, punctuation and syntax of a high standard

On successful completion you will be able to:

- UO1 a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society & Culture Syllabus;

- UO2 the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning;

- UO4 a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society & Culture classroom;

- UO5 the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge;

- UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;

- UO7 a knowledge of the assessment and reporting requirements of Society & Culture, especially as they relate to management and monitoring of students' Personal Interest Projects; and

HSC Style Examination

Due: **7/11/17**
Weighting: **50%**

Task instructions:

You will evaluate and assess an HSC style examination to ascertain Syllabus alignment, question clarity, access and suitability for HSC Society and Culture students.

You will show your knowledge and professional judgement by: answering/writing dot point answers to the questions and writing annotations/explanations evaluating the quality of the questions.

In this task you will be assessed on your ability to:

- demonstrate knowledge and understanding relevant to the question

- apply course concepts and language appropriate to the Society and Culture course

- analyse relationships within and between social and cultural groups

- evaluate the quality of question setting in light of the Society and Culture Syllabus, NESA Assessment and Reporting and HSC Examination specifications

On successful completion you will be able to:
- UO1 a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society & Culture Syllabus;
- UO3 a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society & Culture
- UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;
- UO7 a knowledge of the assessment and reporting requirements of Society & Culture, especially as they relate to management and monitoring of students' Personal Interest Projects; and
- UO8 the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society & Culture classroom.

Delivery and Resources

11 x 3 hour on campus workshops including flipped components

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 outcome

- UO4 a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society & Culture classroom;

Assessment task

- Research 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

- UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;
- UO7 a knowledge of the assessment and reporting requirements of Society & Culture, especially as they relate to management and monitoring of students' Personal Interest Projects; and

Assessment task

- HSC Style Examination

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

- UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;
- UO7 a knowledge of the assessment and reporting requirements of Society & Culture, especially as they relate to management and monitoring of students' Personal Interest Projects; and

Assessment task

- HSC Style Examination

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 a working knowledge and understanding of the structure, content and philosophy of the Years 11-12 Society & Culture Syllabus;
- UO8 the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society & Culture classroom.

Assessment tasks

- Research Project
- HSC Style Examination

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

- UO2 the ability to plan and implement learning experiences that emphasise a social inquiry approach to learning;
- UO4 a recognition that the social and cultural diversity of students is a valuable educational resource in the context of the Society & Culture classroom;
- UO8 the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society & Culture classroom.

Assessment tasks

- Research Project
- HSC Style Examination

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 outcome

- UO8 the knowledge and skills required to plan learning experiences that cater for the diversity of learners within the Society & Culture classroom.

Assessment task

- Research 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 outcome

- UO2 the ability to plan and implement learning experiences that emphasise a social

inquiry approach to learning;

Assessment tasks

- Research Project
- HSC Style Examination

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

- UO3 a knowledge of contemporary approaches to teaching and learning, especially as they relate to Society & Culture
- UO5 the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge;

Assessment task

- Research 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 outcomes

- UO5 the capacity to build student rapport and foster a supporting learning environment in a subject area highly dependent on discussion and the exchange of social and cultural perspectives and knowledge;
- UO6 an appreciation of the importance of placing the Society and Culture curriculum within a contemporary context and the capacity to implement learning experiences that use a variety of contemporary resources to promote cross-disciplinary conceptual understanding;

Assessment task

- Research Project