



# TEP 426

## Geography in the Secondary School II

S2 Day 2017

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Susan Caldis

[susan.caldis@mq.edu.au](mailto:susan.caldis@mq.edu.au)

Contact via Via the dialogue tool

X5B126

By appointment

Credit points

3

Prerequisites

TEP401(S) and TEP425

Corequisites

TEP402

Co-badged status

Unit description

This unit is an extension of TEP425 but focuses on the teaching of Geography in years 11 and 12. Building on the base provided by TEP425, this unit provides students with greater depth, especially in terms of the teaching strategies related to Geography's inquiry-based methodology (geographic skills, contemporary issues, fieldwork and the Senior Geography Project). 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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus

UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus

UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy

UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum

UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning

UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies

UO7 demonstrates the ability to critically reflect on and improve teaching practice

UO8 prepares for and contributes to discussions about geographical education

UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## General Assessment Information

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central and also see the Policies section in the Unit Guide:

<http://www.mq.edu.au/policy/index.html>

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

### ***Criteria for awarding grades for assessment tasks***

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

<b>P</b> (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**NOTE:** Except where specified, numerical marks will NOT be awarded for individual assessment tasks. They will only be awarded with your final grade.

### **General assessment information**

The final grade awarded for the unit is based on the three (3) assessment tasks.

Some general policies on assessment are:

1. **All** assignments will be lodged in SOFT COPY through iLearn/Turnitin. The soft copy of your assignment should be attached as a Microsoft Word or PDF file. Assignments must be submitted by 11.30pm on the due date.
2. **All** submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software)
3. **Extensions and disruptions to study** Extensions will be granted only in special circumstances only. There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments or work commitments). All extension requests must be accompanied by appropriate supporting evidence.

**Work pressures and professional experience are not acceptable reasons for the granting of an extension.** Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support
- Routine demands of practical placements at school
- Routine family demands and/or problems (e.g. tensions with parents or spouses)
- Difficulty adjusting to university life or to the demands of academic work
- Stress or anxiety associated with any aspect of academic work
- Routine demands of sport or clubs, or social or extra-curricular activities
- Conditions existing prior to the commencement of a unit of study (with exceptions)

To be eligible for Disruption to Studies approval / Special Consideration, a student must notify the University of a *serious and unavoidable* disruption within five (5) working days of the

commencement of the disruption (Disruption to Studies notification). If you do not meet this criteria a late penalty will be applied. One sub-grade per day (5%) will be deducted for each day the assignment is outstanding. This will be reflected in you final overall mark at the end of the unit.

**If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must make an application through ask.mq.edu.au. Extension requests via email will not be accepted. Relevant documentation must be included with your request.**

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a failure grade being awarded.

You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

**Please refer to the disruption policy for further details: <http://mq.edu.au/policy/>**

You must keep an electronic copy of assignments and of TurnItIn Receipts. In all but exceptional circumstances, claims about "lost" assignments cannot be made where these copies cannot be produced.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Plan and teaching proposal</u>	30%	Yes	11.30pm, Sunday 10 Sept
<u>Presentation of investigation</u>	40%	Yes	In class, final fortnight
<u>Blog posts</u>	30%	No	11.30pm Sunday 12 November

### Plan and teaching proposal

Due: **11.30pm, Sunday 10 Sept**

Weighting: **30%**

**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

Students develop a justified plan for a geographical investigation at a local scale that will include primary and secondary research methodologies. In addition to the plan, students will provide a 500 word teaching proposal about possible strategies that could be used to prepare students for this investigation, according to the methodology literature and syllabus requirements.

*Note:* The geographical investigation (and therefore the plan) needs to be relevant to the Stage 6 course (Preliminary or HSC)

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## Presentation of investigation

Due: **In class, final fortnight**

Weighting: **40%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students communicate their geographical investigation (purpose, research methods, findings and conclusion) via a 15 minute presentation. Students can use interactive, audio-visual and/or technological resources to demonstrate their research findings. Students are expected to also provide a link to or a pdf version of their investigation on the day they complete the presentation. The presenter will receive peer feedback in written form according to a provided template. It is important that all students are aware of their tone and ability to provide constructive feedback.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education

## Blog posts

Due: **11.30pm Sunday 12 November**

Weighting: **30%**

Students will choose 2 out of 5 topics and post 3 reflective comments on both topics (6 reflective comments in total). Each comment should be up to 300 words and include a reference list.

On successful completion you will be able to:

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## Delivery and Resources

TEP426 is delivered as a face-to-face 1 x 3 hour workshop each week.

The following is a list of recommended reading for this unit. In addition, students will need to access all of the commercially available contemporary texts for Geography.

The readings for each tutorial are listed on the table below and can be accessed through *iLearn* and the library's E-reserve catalogue. It is expected that you will have read this material *before* each week's tutorial and that the relevant readings will be *brought with you* to weekly workshops.

### **Required texts:**

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interactions 1*. 2<sup>nd</sup> edition, Pearson, Australia

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interactions 2*. 2<sup>nd</sup> edition, Pearson, Australia

Lambert, D. & Balderstone, D. (2010). *Learning to teach geography in the secondary school: a companion to school experience*, 2nd Edition. Routledge, London

Roberts, M. (2013) *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Geographical Association, Sheffield



Taylor, T., Fahey, C., Kriewaldt, J. & Boon, D. (2012). Place and time: explorations in teaching geography and history. Pearson Education, Frenchs Forest

***Relevant documents you will need for tutorials.***

It is *essential* that each student bring a hard copy of the *NSW Stage 6 Geography syllabus documents* with them to each workshop. This document can be downloaded from <http://www.boardofstudies.nsw.edu.au/>.

You should also bring a hard copy of the Australian Professional Standards for Teachers to each workshop.

Students should also be familiar with the new NSW K-10 Geography syllabus <http://syllabus.boardofstudies.nsw.edu.au/>. This is important for developing an appreciation about where the students typically will have come from in their geographical learning.

***Highly recommended text and journals:***

Lambert, D. & Morgan, J. (2010). Teaching Geography 11-18 Maidenhead: The open University & McGraw Hill Education

Geography Bulletin (GTANSW publication)

Geographical Education (AGTA publication)

Teaching Geography (Geographical Association UK publication)

Geography (Geographical Association UK publication)

<https://global-factiva-com.simsrad.net.ocs.mq.edu.au/ga/default.aspx> (HSC Geography advice in the Sydney Morning Herald supplementary section)

***Other useful references:***

Balderstone, D. (2006). (ed) *Secondary Geography Handbook*. Sheffield:

Best, B. (2011). *The Geography Teacher's Handbook*. London: Continuum

Burgess, D. (2012). *Teach like a PIRATE*. San Diego; Dave Burgess Consulting Inc

Butt, G. (2011). *Geography, education and the future*. London: Continuum

Caldis, S. (2014). The senior geography project – making it count!. *Geography Bulletin*, 46(1), 7-9

Caldis, S. (2015). Geography comes alive through fieldwork. *Geography Bulletin* 47(1), 19-23

Caldis, S. (2015) Reflection: HSC Geography via regional NSW and Central Australia *Geography Bulletin* 47(1), 14-18

Caldis, S. (2015) Biophysical Interactions: snoitcaretnI lacisyhpoiB *Geography Bulletin* 47(3), 23-30

Caldis, S. (2015) Reflection: Institute of Australian Geographers Conference 2015 *Geography*



*Bulletin* 47(3) 11 - 12

Davidson, G. (2009) GTIP Think Piece - Geographical Enquiry. Retrieved October 2012 from <http://www.geography.org.uk/gtip/thinkpieces/geographicalenquiry>

Hargraeves, A. and Shirley, D. (2009). *The Fourth Way: The inspiring future for educational change*. Hawker Brownlow Education, Victoria

Hattie, J. (2012). *Visible learning for teachers: maximizing impact on learning*. Routledge, London

Hutchinson, N. (2013). Empowering the next generation to make their own world. *Geographical Education*, 26, 7-8

Hutchinson, N. (2011). A geographically informed vision of skills development *Geographical Education* 24 34-40

Killen, R. (2005) *Programming and Assessment for Quality Teaching and Learning*. Southbank Victoria: Thompson Social Science Press.

Killen, R. (2008) *Effective Teaching Strategies: Lessons from Research and Practice* (4th ed.). Thompson: Melbourne. Note: the third edition is in the library LB1025.3.K55.

Kleeman, G. (2014). Global cruise industry. *Geography Bulletin*, 46(1), 28-32

Kleeman, G. (2011). Evolution rather than extinction: The future of the geography textbook. *Geographical Education*, 24, 8-14

Kriewaldt, J. and Hutchinson, N. (2009). Improving understanding of accomplished teaching in school geography through an examination of learners' perspectives. *Geographical Education* 22, 28-39

Lane, R. & Coutts, P. (2012). Students' alternative conceptions of tropical cyclone causes and processes. *International Research in Geographical and Environmental Education*, 21(3), 205-222.

Lane, R. (2011). Exploring the content knowledge of experienced geography teachers. *Geographical Education*, 24, 51-63

Lane, R. (2008). Students' alternative conceptions in geography. *Geographical Education*, 21, 43-52.

### **Assessment**

Ahrenfeld, J. & Watkin, N. (2010) *The Exam Class Toolkit*. Continuum International Publishing Group, New York.

Black, P. and Wiliam, D (2001) *Inside the Black Box: Raising Standards Through Classroom Assessment*

BOSTES Assessment resource centre <http://arc.boardofstudies.nsw.edu.au>

Butt, G. (2010) *Making Assessment Matter*. Continuum International Publishing Group, New York.

Hattie, J. (2007). The power of feedback. *Review of Educational Research* 77(1), 81-112

Lambert, D. (2000). Using Assessment to support learning, in Ashley Kent (ed), *Reflective Practice in Geography Teaching* Chapman, London pp 131-140

Spendlove, D. (2009) *Putting Assessment for Learning into Practice*. Continuum International Publishing Group, New York.

Weeden, P & Lambert, D. (2006). *Geography inside the black box: Assessment for learning in the geography classroom*. Sheffield: Geographical Association.

Weeden, P. & Hopkin, J. (2006). Assessment for Learning in Geography, Chapter 22 in David Balderstone (ed) *Secondary Geography Handbook*, Sheffield: Geographical Association

### **Fieldwork**

Department of Education and Training, Centre for Learning Innovation, NSW. About fieldwork. Retrieved October 2012, from: [http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/about\\_fieldwork/index.htm](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/about_fieldwork/index.htm)

Kleeman, G. (Ed.). (2008). *Keys to fieldwork: Essential tools and skills*. South Yarra: Melbourne Education Australia.

Lambert, D. & Balderstone, D. (2010). Fieldwork: A Very Special Practice in D. Lambert, & D. Balderstone (ed). *Learning to Teach Geography in the Secondary School London*: Routledge

### **Classroom Management**

Charles, C.M. (2013). *Building classroom discipline* (11<sup>th</sup> ed.). Pearson Higher Ed USA (ISBN: 9780133095319)

Charles, C.M. (2013). *Building classroom discipline: international edition* (11<sup>th</sup> ed.). Pearson Higher Ed USA (ISBN: 9780133400625)

Hardin, C. J. (2011). *Effective classroom management: models and strategies for*

### **Concepts**

Hutchinson, N. (2012). Place Writing: narratives, experience and identities *Geography Bulletin* 44.1.

Hutchinson, N. (2012). Space: moving beyond spatial science to engage Australian students with Asian Geography *Geography Bulletin* 44.1.

Hutchinson, N. (2012). 'Crouching Tiger, Hidden Dragon': uncovering some questions about sustainable livelihoods in Southeast Asia *Geography Bulletin* 44.3.

Lane, R. & Coutts, P. (2012). Students' alternative conceptions of tropical cyclone causes and processes. *International Research in Geographical and Environmental Education*, 21(3), pp. 205–222.

### **Indigenous education**

Harrison, N. (2011). *Teaching and learning in Aboriginal education* (2nd ed.). Oxford University Press (ISBN: 9780195574593)

Price, K. (Ed). (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. Cambridge University Press (ISBN: 9781107685895)

## Unit Schedule

Week starting	Focus area	Assessment schedule
31 July 7 Aug	<b>Professional experience Weeks 1-2</b>	
14 Aug	<b>Overview of TEP426</b>  <b>Where can Geography take me beyond the HSC exam? How can I promote Geography to my students?</b> <ul style="list-style-type: none"> <li>• University connections</li> <li>• Career opportunities</li> <li>• Community relationships</li> <li>• Interdisciplinary considerations</li> <li>• 21<sup>st</sup> Century skill set</li> </ul>	Distribute Task 1 and Task 3
21 Aug	<b>Focus on the Preliminary course (SGP)</b>  <b>What is it? Why does it matter? and How do I teach it?</b> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Establishing links to content</li> <li>• What to do when it's done</li> <li>• Geographical tools and skills required for the SGP and the Preliminary Course</li> </ul>	Distribute Task 2
28 Aug	<b>Focus on the Preliminary Course (Biophysical Interactions)</b>  <b>What are biophysical interactions? Why are they important? Where are some suitable case studies located?</b> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> <li>• Geographical tools and skills required for Biophysical Interactions</li> </ul>	
4 Sept	<b>Focus on the Preliminary Course (Global Challenges)</b>  <b>What are global challenges? Why is Population the core unit? How do I cater for options?</b> <ul style="list-style-type: none"> <li>• Key knowledge, understandings and skills; concepts and perspectives</li> <li>• Resources and curriculum documents</li> <li>• Geography Teaching Standards</li> <li>• Geographical tools and skills required for Global Challenges</li> </ul>	Task 1 due Sunday 9 September

11 Sept	<p><b>Fieldwork activity during the workshop – offsite, commencing at 4pm and concluding at 8pm</b></p> <ul style="list-style-type: none"> <li>Whilst participation in fieldwork is not explicitly assessed, it is the expectation that students in TEP426 will attend and actively participate in this fieldwork session</li> </ul>	<p><i>Venue to be confirmed</i></p> <p><i>Please note that due to venue availability, the week of this fieldwork is subject to change</i></p>
Mid-semester break		
9 Oct	<p><b>Time to conduct fieldwork for the geographical investigation and/or commence the blogs (Task 3)</b></p>	
16 Oct	<p><b>Focus on the HSC Course (Ecosystems At Risk)</b></p> <p><b>What does ‘at risk’ mean and how effectively can the risk be managed?</b></p> <ul style="list-style-type: none"> <li>Key knowledge, understandings and skills; concepts and perspectives</li> <li>Resources and curriculum documents</li> <li>Geography Teaching Standards</li> <li>Geographical tools and skills required for Ecosystems at Risk</li> </ul>	
23 Oct	<p><b>Focus on the HSC Course (Urban Places)</b></p> <p><b>What is urbanisation and how has this process caused change to various places?</b></p> <ul style="list-style-type: none"> <li>Key knowledge, understandings and skills; concepts and perspectives</li> <li>Resources and curriculum documents</li> <li>Geography Teaching Standards</li> <li>Geographical tools and skills required for Urban Places</li> </ul>	
30 Oct	<p><b>Focus on the HSC Course (People and Economic Activity)</b></p> <p><b>To what extent are the industry and enterprise connected?</b></p> <ul style="list-style-type: none"> <li>Key knowledge, understandings and skills; concepts and perspectives</li> <li>Resources and curriculum documents</li> <li>Geography Teaching Standards</li> <li>Geographical tools and skills required for People and Economic Activity</li> </ul>	

6 Nov	<b>Assessment and Reporting</b> <ul style="list-style-type: none"> <li>Constructing multiple choice questions and stimulus based responses</li> <li>Simulated marking using student work samples</li> </ul> <b>Student choice</b> <p>What would I like to enhance in my teaching of Geography?</p> <ul style="list-style-type: none"> <li>This workshop provides the opportunity for students to suggest an area they would like to focus on – it can be a revisited topic to refine skills and understanding, or it can be a new area of focus pending its suitability to geographical methodology. Suggestions and agreement will be sought during mid semester break</li> </ul>	
13 Nov.	<b>Geographical investigation presentations</b> <ul style="list-style-type: none"> <li>Students have 15 minutes to present their SGP</li> </ul>	Task 2 due in class
20 Nov.	<b>Geographical investigation presentations</b> <ul style="list-style-type: none"> <li>Students have 15 minutes to present their SGP</li> </ul>	Task 2 due in class

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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](http://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/](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 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation

## **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**

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education



- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation
- Blog posts

## **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**

- UO1 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation
- Blog posts

## **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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approached to learning and the need to cater for these by differentiating the curriculum
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation
- Blog posts

## **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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO2 designs and implement coherent lesson sequences drawing on their knowledge of the NSW Stage 6 Geography syllabus

- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO5 demonstrates an ability to select, develop, use and evaluate a range of appropriate and engaging resources to support student learning
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice
- UO8 prepares for and contributes to discussions about geographical education

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation
- Blog posts

## **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 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO6 employs a range of strategies to assess student achievement of learning outcomes and effectively link outcomes and assessment strategies
- UO7 demonstrates the ability to critically reflect on and improve teaching practice

## **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation

## **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 demonstrates a detailed knowledge of the philosophy, structure, content and inquiry based methodologies of the NSW Stage 6 Geography syllabus
- UO3 demonstrates the capacity to identify and articulate clear and appropriate learning goals in lesson preparation including a focus on literacy
- UO4 demonstrates knowledge of students' varied approaches to learning and the need to cater for these by differentiating the curriculum
- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

### **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation
- Blog posts

## **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**

- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

### **Assessment tasks**

- Plan and teaching proposal
- Presentation of investigation

## 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

- UO8 prepares for and contributes to discussions about geographical education
- UO9 demonstrates recognition about the range of policies and policy documents that teachers in NSW may need to comply with in schools

### Assessment tasks

- Plan and teaching proposal
- Presentation of investigation

## Changes from Previous Offering

This unit was significantly redesigned at the end of 2013, ready for delivery in 2014. Student feedback from the 2014 - 2016 cohorts have indicated the teaching and learning activities prior to and during the workshops, and the assessment tasks were both relevant and rigorous. The fieldwork component was particularly supported. However, in response to university requirements and feedback from students at the end of TEP426, the following changes have been made for 2017:

- The assessment tasks will remain as being reduced in number from five (5) to three (3)
- There will be specific geographical skills (such as cross sections, ternary graphs, transects) incorporated in to each workshop as appropriate.