



TEP 427

History in the Secondary School I

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Convenor and Lecturer

Kim Wilson

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Contact via 9850 9337

X5B 354

Appointment via email

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:

UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.

UO2 develop logical and sequential lessons and teaching and learning materials to meet

learning outcomes.

UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.

UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.

UO5 design assessment strategies that demonstrate the achievement of outcomes.

UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment Task 1</u>	30%	No	13/4/18
<u>Assessment Task 2</u>	40%	No	22/05/2018
<u>Assessment Task 3</u>	30%	No	Continuous

Assessment Task 1

Due: **13/4/18**

Weighting: **30%**

This task requires you to annotate a program to make it suitable for delivery in a changed context. You will use your annotations and the program to design an appropriate accompanying assessment task. In the final section of this task you will provide justification for your annotations and task design.

On successful completion you will be able to:

- UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment Task 2

Due: **22/05/2018**

Weighting: **40%**

You are tasked with designing a 15 minute Flipped Lesson to teach the Stage 5 concept, '**the reasons for different perspectives in a particular historical context**' (*NSW Syllabus for the Australian Curriculum: History K-10 Syllabus* (2012), p.20).

On successful completion you will be able to:

- UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment Task 3

Due: **Continuous**

Weighting: **30%**

The third assessment task is designed to evaluate your participation in the workshops and to provide opportunities for you to reflect on your development of learning.

On successful completion you will be able to:

- UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Delivery and Resources

This unit is taught in tutorial/workshop mode and weekly preparation is an important component.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying tutorial preparation instructions follows.

You must bring to tutorials pen, paper and an electronic device on which you can search for material, access iLearn and create documents.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.

- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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 and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.

- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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 and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards Authority (NESA) assessment requirements.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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

- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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 and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO2 develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO4 demonstrate understanding and application of the NSW Education Standards

Authority (NESA) assessment requirements.

- UO5 design assessment strategies that demonstrate the achievement of outcomes.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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

- UO1 demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3

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

- UO3 implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.
- UO6 Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

Assessment tasks

- Assessment Task 1
- Assessment Task 2
- Assessment Task 3