



# TEP 428

## History in the Secondary School II

S2 Day 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

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Contact via Email

29WW354

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:

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

develop logical and sequential lessons and teaching and learning materials to meet learning outcomes.

implement a range of pedagogical models including ICT to teach historical knowledge,

understanding and skills.

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

design assessment strategies that demonstrate the achievement of outcomes.

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

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>STAGE 6 TEACHING RESOURCE</u>	50%	No	16/9/18
<u>ESSAY/ ANNOTATIONS/ REFLECTION</u>	50%	No	11/11/18

### STAGE 6 TEACHING RESOURCE

Due: **16/9/18**

Weighting: **50%**

You are tasked with designing a teaching resource for either an Ancient History **OR** Modern History Stage 6 class. Your teaching resource **must** be selected from one of the options provided. Please refer to the Assessment Task 1 Notification on the iLearn site.

On successful completion you will be able to:

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

### ESSAY/ ANNOTATIONS/ REFLECTION

Due: **11/11/18**

Weighting: **50%**

The second assessment task requires you to investigate an area of changing historical interpretation and produce a historiographical essay and annotated sources as per the guidelines for the History Project in the *History Extension Stage 6 Syllabus* (2017). Please refer

to the Assessment Task 2 Notification on the iLearn site.

On successful completion you will be able to:

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

## 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.

Weekly access to iLearn is **compulsory** for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included. Please check the iLearn unit regularly.

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](http://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/](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**

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

#### **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

### **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**

- demonstrate understanding and application of the knowledge base underpinning the

principles and practices of teaching and learning history.

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

### **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **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**

- demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- Demonstrate effective communication strategies to engage learners including listening and questioning strategies.

### **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **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**

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

### **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **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**

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



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

## **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **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**

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

## **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **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

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

## Assessment tasks

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## 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

- demonstrate understanding and application of the knowledge base underpinning the principles and practices of teaching and learning history.
- implement a range of pedagogical models including ICT to teach historical knowledge, understanding and skills.

## Assessment tasks

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work

with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcome**

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

## **Assessment tasks**

- STAGE 6 TEACHING RESOURCE
- ESSAY/ ANNOTATIONS/ REFLECTION

## **General Assessment Information**

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Consideration policy and are submitted via [ask.mq.edu.au](https://ask.mq.edu.au). This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### Special consideration

The following link takes you to the Special Consideration policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://students.mq.edu.au/study/my-study-program/special-consideration>

## Changes since First Published

Date	Description
31/07/2018	Section added, 'General Assessment Information'.