



TEP 426

Geography in the Secondary School II

S2 Day 2019

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	12
<u>Policies and Procedures</u>	15
<u>Graduate Capabilities</u>	17
<u>Changes from Previous Offering</u>	22

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General Information

Unit convenor and teaching staff

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Contact via Via email

By appointment

Tutor

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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 final grade awarded for the unit is based on the TWO assessment tasks. Tutorial attendance is expected and essential of successful completion of assessment tasks..

Some general policies on assessment are:

1. All assignments will be lodged in SOFTCOPY through Turnitin. Your assignment should be attached as a Microsoft Word or PDF file. Assignments must be submitted by **4pm on the due date**. If you are late to a tutorial on the date an assignment is due your task will be marked as if it is 1 day late.
2. All submissions must be typed/word processed (or presented using appropriate spreadsheet/graphics software) and both the cover sheet and the feedback sheet must be attached. The feedback sheet provides additional information on the criteria used to assess the assignment.
3. Extensions will be granted only in special circumstances by the tutor. Extensions will only be given if the application has been made BEFORE the due date via AskMQ.

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.

There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions. If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you must apply via AskMQ. Supporting evidence must be attached.

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)

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/disruption-to-studies>

If you have been granted an extension and cannot submit by the revised date, you must apply 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Overview of an HSC topic</u>	45%	No	Week 5
<u>Evaluate/adapt a L & T program</u>	55%	No	Week 12

Overview of an HSC topic

Due: **Week 5**

Weighting: **45%**

Students identify core concepts, common student misunderstandings, relevant contemporary resources, appropriate instructional strategies and representations relevant to one HSC topic. Students provide a rationale for the instructional approach based on the relevant literature (500 words).

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

- Organise and communicate core concepts of the Stage 6 Geography syllabus
- Identify students' common misconceptions and unique learning needs
- Select and support the decision for choosing an instructional strategy
- Write a rationale incorporating relevant supporting empirical research
- Communicate your knowledge of content and pedagogy with clarity and skill, making reference to relevant Syllabus and other professional readings.

The Task

This task contains 2 parts.

Part A: Overview of an HSC topic (750 words indicative)

You have been asked to choose ONE topic from the HSC Geography course (Ecosystems at Risk; or Urban Places; or People and Economic Activity) and develop an overview to assist teachers in developing a rigorous yet suitable teaching, learning and assessment program that reflects evidence-based practice and meets the *needs* and *interests* of a hypothetical student cohort.

- Summaries of each HSC Geography topic are available on iLearn.
- Please submit the overview (part A) and rationale (part B) as ONE document through Turn It In.

Part B: Rationale for an instructional strategy relevant to an HSC topic and student cohort (500 words)

Write a rationale for the instructional strategy decisions you have made.

- Your rationale must be supported by relevant references to the case study class, the NSW Geography syllabus and support documents, educational readings, research and your discipline knowledge of Geography.
- The rationale should be written in 3rd person
- Refer to page numbers when making reference to your program
- Use standard APA in text referencing for all other citations
- Word count for this section is +/- 10%. Material beyond this limit will not be assessed.

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
- 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
- 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

Evaluate/adapt a L & T program

Due: **Week 12**

Weighting: **55%**

Evaluate the suitability of a L & T program for a hypothetical class of students and adapt the program to better suit the students' needs. Provide a rationale (linked to the literature) to justify your approach.

Characteristics of the class:

- The class of 30 has many students with low literacy skills including difficulty in reading.
- The students have a diverse range of language backgrounds and some have experienced interrupted schooling.
- The students' reading skills are impacting on their work in your subject.

You will be assessed on how well you:

- demonstrate working knowledge of the Stage 6 Geography Syllabus
- select suitable resources including a wide range of texts including digital and multi-modal texts
- design effective, well-structured and cohesive learning sequences that reflect evidence-based practice
- select strategies to enhance the learning and engagement of students from the case study class
- evaluate the program and justify the decisions you make in light of best practice Geography teaching, discipline knowledge, research and the needs of the case study class.
- communicate your knowledge of content and pedagogy with clarity, economy and skill and making reference to relevant Syllabus and other professional readings.

The Task

This task contains 2 parts.

Part A: Annotated Revision of the program (750 words indicative)

You have been asked to modify a learning and teaching program for Stage 6 so that it reflects evidence-based practice and meets the *needs* and *interests* of the nominated case study class. Using the **Review** option on the Word program, (or equivalent), make the necessary revisions, deletions, changes to the unit of work.

- The sample program will be available on iLearn.
- Please submit two versions: a tracked changes version and the final version.

Part B: Rationale (750 words)

Write a rationale of the programming decisions you have made.

- Your rationale must be supported by relevant references to the case study class, the NSW Geography syllabus and support documents, educational readings, research and your discipline knowledge of Geography.
- The rationale should be written in 3rd person
- Refer to page numbers when making reference to your program
- Use standard APA in text referencing for all other citations
- Word count for this section is +/- 10%. Material beyond this limit will not be assessed.

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
- 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
- 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*. 2nd edition, Pearson, Australia (borrow a library copy, the 3rd edition of this text will be available during the second half of 2018)

Kleeman, G., Hamper, D., Rhodes, H., & Forrest, J. (2012) *Global Interactions 2*. 2nd edition, Pearson, Australia (borrow a library copy, the 3rd edition of this text will be available during the second half of 2018)

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 NSW K-10 Geography syllabus <http://syllabus.bos.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, available through the university databases or membership to the professional association)

Geographical Education (AGTA publication, available online via <http://www.agta.asn.au/Resources/GeographicalEducation/index.php>)

Australian Geographer (Geographical Society of NSW publication)

Geographical Research (Institute of Australian Geographers' 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, Trialling a flipped approach to teaching, learning and assessment. *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

Kerr, S.M., Gibson, C., & Klocker, N. (2018). Parenting and neighbouring in the consolidating city: The emotional geographies of sound in apartments. *Emotion, Space and Society*, 26, 1-8

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.

McLean, J., Lonsdale, A., Hammersley, L., O'Gorman, E., & Miller, F. (2018). Shadow waters: Making Australian water cultures visible. *Transactions of the Institute of British Geographers*, 1 - 5

City Road Podcasts, an initiative of Dallas Rogers, Program Director of the Master of Urbanism, School of Architecture, Design and Planning at the University of Sydney <https://cityroadpod.org/>

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

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* (11th ed.). Pearson Higher Ed USA (ISBN: 9780133095319)

Charles, C.M. (2013). *Building classroom discipline: international edition* (11th 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

Module	Topic	Assessment schedule
	Professional experience Weeks 1-2	
1	<p>Overview of TEP426</p> <p>Where can Geography take me beyond the HSC exam?</p> <p>How can I meaningfully promote Geography to my students?</p> <ul style="list-style-type: none"> • University connections and community relations • Career opportunities • Interdisciplinary considerations • Unit organisation/assignments • Australian Professional Teaching Standards <p>Content taught: Review of key elements covered in TEP425. The importance of geographical concepts, tools and skills in Geography. The importance of geographical literacy and capabilities in the context of content, curriculum and pedagogical knowledge for effective Geography teaching at Stage 6 level.</p> <p>Activities: Visible Thinking Routine, group discussion and construction of a visual representation that defines Geography as a subject in schools and its pathway in to tertiary education (including the academic study of Geography such as Urban Planning) and avenues of employment. Reflection and feedback on a demonstration lesson drawing from academic journal articles, the GeoCapabilities project and related podcasts from academic Geography/geographical research</p>	

<p>2</p>	<p>Teaching, learning and assessment for the Preliminary Course (part 1)</p> <p>Where are dimensions of physical and environmental geography represented in this course? What is the significance of biophysical interactions? Where does geographical research appear?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills <p>Use the syllabus documents to show links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; opportunities for connections to Biology and Earth and Environmental Science; opportunities to integrate tools and skills, including spatial technologies</p> <p>Content taught: Syllabus structure, links within Stage 6 Geography and from the K – 10 Continuum, conceptual development. Program and lesson planning goals with appropriate sequencing of content and focus on concepts, tools, skills and fieldwork for Stage 6 with emphasis on physical and environmental geography. Differentiating instruction strategies</p> <p>Activities: Group discussion and feedback about syllabus alignment and classroom usability of an existing resource focused on physical and environmental geography. Small group identification of syllabus elements and construction of a scope and sequence that emphasises geographical research in a physical or environmental geography context. Shared, discussed and peer assessed in rotational-small groups.</p>	
<p>3</p>	<p>Teaching, learning and assessment for the Preliminary Course (part 2, i and ii)</p> <p>Part 2i</p> <p>Where are dimensions of human geography (political, economic, development) represented in this course? What is the significance of demographic studies? Where does geographical research appear?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills <p>Part 2ii</p> <p>What is the Senior Geography Project? Why is it important to the study of Geography? How can it be implemented?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills <p>Use the syllabus documents to show links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; opportunities for connections to Modern History or Society and Culture; integration of tools and skills including spatial technologies</p> <p>Introduction to Task 1. Preparing an HSC topic overview</p> <p>Content taught: Syllabus structure, links within Stage 6 Geography and from the K – 10 Continuum, conceptual development. Program and lesson planning goals with appropriate sequencing of content and focus on concepts, tools, skills and fieldwork for Stage 6 with emphasis on human geography. Differentiating instruction strategies</p> <p>Activities: Group discussion and feedback about syllabus alignment and classroom usability of an existing resource focused on human geography. Small group identification of syllabus elements and construction of a scope and sequence that emphasises geographical research in a human geography context. Shared, discussed and peer assessed in rotational-small groups.</p>	

<p>4</p>	<p>Teaching, learning and assessment for the HSC Course (part 1)</p> <p>What does 'at risk' mean? What are processes of change associated with physical and environmental geography? How effectively can the 'risk' be managed in specific ecosystems to create a sustainable future?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills • HSC examination <p>Use the syllabus documents to show links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; connections back to the Preliminary course; integration of tools and skills including spatial technologies</p> <p>Content taught: Defining geoliteracies and multiliteracies including text types and genres. The use of concepts, tools, skills and fieldwork in developing deeper understanding about physical and environmental geography such as in Ecosystems At Risk. Representation of physical and environmental geography within each section of the HSC Geography examination</p> <p>Activity: Apply the lens of geoliteracies and multiliteracies to existing resources, HSC sample responses and lesson plans for a unit in the HSC course. Group discussion and annotations to diagnose areas of literacy and numeracy suitability and need in the context of unit in focus</p>	
<p>5</p>	<p>Teaching, learning and assessment for the HSC Course (part 2)</p> <p>How can fieldwork and geographical research be implemented effectively in the HSC Course?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills • HSC examination <p>This module will be taught through a fieldwork experience around Epping and North Ryde.</p> <p>Use the syllabus documents to show links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; connections back to the Preliminary course; integration of tools and skills including spatial technologies</p> <p>Introduction to Task 2. Programming and evaluation of suitability with a 500 word rationale</p> <p>Content taught: The role of fieldwork in a Stage 6 context, modelled and applied through experiential learning to a human geography focused unit</p> <p>Activity: This is fieldwork-oriented module to teach pedagogy and content using the context of the local area to connect with key themes from a human geography focused unit such as Urban Places</p>	

6	<p>Teaching, learning and assessment for the HSC Course (part 3)</p> <p>How are is Australian connected to the rest of the world through human geography (such as political influences and economic activities) ?</p> <ul style="list-style-type: none"> • Key knowledge, understandings and skills; concepts and perspectives • Establishing links to content • Geographical tools and skills • HSC examination <p>Use the syllabus documents to show links with the K-12 continuum; key concepts; teaching strategies and modes of enquiry; connections back to the Preliminary course; integration of tools and skills including spatial technologies</p> <p>Content taught: Revisiting the definition of geoliteracies and multiliteracies including ICT, text types and genres. The influences on and influencers of economic activities and economic enterprises. The use of concepts, tools, skills and fieldwork in developing deeper understanding about human geography such as People and Economic Activity. Representation of the chosen unit within each section of the HSC Geography examination</p> <p>Activity: Apply the lens of geoliteracies, multiliteracies and the use of technology to existing programs, HSC sample answers and lesson plans for human geography and the chosen unit. Individual redevelopment of a chosen lesson plan, share, peer assessment and annotations in response to areas of literacy and numeracy need, and geographical focus on concepts, tools and skills.</p>	
7	<p>How can I effectively program, assess and report in Geography?</p> <ul style="list-style-type: none"> • Assessment for Learning • Backward mapping • HSC examination • Simulated marking using the past HSC Exam papers and advice from the Marking Centre. <p>Content taught: Principles of backward mapping, and of effective assessment in Geography – assessment for and of learning, peer assessment options, incorporation of ICT, providing appropriate timely feedback, writing marking criteria in the context of the HSC</p> <p>Activities: Evaluation and annotations on an existing assessment task and sample HSC responses in response to alignment, clarity, connection to syllabus, appropriate geographical focus (concepts, tools, skills, fieldwork).</p>	

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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- UO2 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

- Overview of an HSC topic
- Evaluate/adapt a L & T program

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

- Overview of an HSC topic
- Evaluate/adapt a L & T program

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

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
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- 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

- Overview of an HSC topic
- Evaluate/adapt a L & T program

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

- Overview of an HSC topic
- Evaluate/adapt a L & T program

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 task

- Evaluate/adapt a L & T program

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

- Overview of an HSC topic
- Evaluate/adapt a L & T program

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

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

Changes from Previous Offering

A number of changes to the unit have been made for this session's offering:

- Number of tasks have been reduced to two
- The nature of the tasks have been changed to make them more authentic.
- The topics have been redesigned into modules