



EDST8232

Teaching Geography in the Secondary School 1

Session 2, In person-scheduled-infrequent, North Ryde 2023

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Lecturer / Convenor

Dr Susan Caldis

susan.caldis@mq.edu.au

Contact via Email

29 Wallys Walk, Level 2, Room 267

By appointment

Tutor for the Saturday workshops

Kathy Jones

kathy.jones@mq.edu.au

Contact via Email

N/A

Please contact Dr Susan Caldis

Credit points

10

Prerequisites

Corequisites

EDST8237

Co-badged status

Unit description

This unit focuses on the teaching of Geography in Years 7-10. Syllabus documents are examined and their implications analysed. Students develop and integrate an in-depth, broad and coherent knowledge the key pedagogies for teaching Stages 4/5 Geography. While the more 'traditional' teaching and learning strategies are addressed, greater emphasis is placed on those strategies that are student-centred and develop the students' ability to use and apply Geography's inquiry-based methodology. By the end of the unit students should have developed the knowledge, understanding and pedagogical skills required to enrich the teaching of Stage 4/5 Geography, and be capable of developing and implementing units of work from the relevant syllabus documents.

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:

- ULO1:** Plan for, implement and critically reflect on effective units of work in Stage 4/5 Geography that provide achievable challenges for students of varying backgrounds and abilities.
- ULO2:** Apply research-informed strategies for building depth of understanding in Stage 4/5 Geography.
- ULO3:** Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs through differentiation.
- ULO4:** Implement and evaluate of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning.
- ULO5:** Design engaging assessment tasks that align curriculum, instruction, assessment and reporting.
- ULO6:** Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University policy on grading

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Grade	Descriptor
HD (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.

D (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.
Cr (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.
P (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
F (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: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Lesson planning and microteaching	35%	No	23:30 on 08/09/2023
Assessment for learning task	45%	No	23:30 on 07/11/2023
Participation and engagement	20%	No	Ongoing and by 23:30 on 07/11/2023

Lesson planning and microteaching

Assessment Type ¹: Design Task

Indicative Time on Task ²: 30 hours

Due: **23:30 on 08/09/2023**

Weighting: **35%**

Students plan and deliver. lesson which incorporates geographical tools and skills to teach the content using an explicit instruction and inquiry approach.

On successful completion you will be able to:

- Plan for, implement and critically reflect on effective units of work in Stage 4/5 Geography that provide achievable challenges for students of varying backgrounds and abilities.
- Apply research-informed strategies for building depth of understanding in Stage 4/5 Geography.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs through differentiation.

Assessment for learning task

Assessment Type ¹: Design Task

Indicative Time on Task ²: 35 hours

Due: **23:30 on 07/11/2023**

Weighting: **45%**

Students use a backwards programming approach to design an assessment for learning task linking syllabus outcomes, activities, assessment and reporting/feedback. The task includes peer evaluation and structured rationale with reference to course readings.

On successful completion you will be able to:

- Plan for, implement and critically reflect on effective units of work in Stage 4/5 Geography that provide achievable challenges for students of varying backgrounds and abilities.
- Apply research-informed strategies for building depth of understanding in Stage 4/5 Geography.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs through differentiation.
- Implement and evaluate of a range of strategies including the use of ICT, classroom

discussions, group work and effective use of questioning/listening to foster interest and support learning.

- Design engaging assessment tasks that align curriculum, instruction, assessment and reporting.
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes.

Participation and engagement

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 15 hours

Due: **Ongoing and by 23:30 on 07/11/2023**

Weighting: **20%**

Engagement in unit tutorials and learning activities

On successful completion you will be able to:

- Plan for, implement and critically reflect on effective units of work in Stage 4/5 Geography that provide achievable challenges for students of varying backgrounds and abilities.
- Apply research-informed strategies for building depth of understanding in Stage 4/5 Geography.
- Demonstrate in-depth, broad and coherent knowledge of students' varied backgrounds and abilities and cater for these needs through differentiation.
- Implement and evaluate of a range of strategies including the use of ICT, classroom discussions, group work and effective use of questioning/listening to foster interest and support learning.
- Design engaging assessment tasks that align curriculum, instruction, assessment and reporting.
- Critically reflect and use feedback from assessment data, observation, peer evaluation and lecturer evaluation to enhance learning outcomes.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment

- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

* Artvinli, E., Gryll, I., Lee, J., and Mitchell, J.T. (2022). *Geography Teacher Education and Professionalisation: International Perspectives on Geographical Education* (pp. 9 - 24). Springer <https://doi.org/10.1007/978-3-031-04891-3>

* **Caldis, S.**, Cavanagh, M., & Ryan, M. (2022). Know the subject and how to teach it: Using the GEOGStandards to develop pedagogical practice amongst pre-service teachers before and during professional experience. *Geographical Education*, 35, 33 - 45.

* McInerney, M., Butler, J., **Caldis, S.**, Cranby, S., Jones, S., Law, M., Maude, A., & Nicholas, R. (2021). *Teaching Secondary Geography*. Cambridge University Press <https://doi.org/10.1017/9781108980906>

Please see Leganto for further readings

Information about the unit iLearn site

This unit has a full web presence through iLearn which supports an in-person mode of attendance.

Students will need regular access to a computer and the Internet to complete this unit. Students will also need to prioritise in-person attendance for the specified workshops.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

A zoom link will be available for the majority of workshops, however, it is not possible to provide a zoom link for the fieldwork focused workshops. Please see ilearn for further details

PowerPoint slides are available in iLearn in advance of the workshops

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured.

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/> In the workshops, students will discuss issues and questions arising from the given focus of the workshop and prescribed readings. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The workshop program for the course with the accompanying readings/ preparation is available on the unit iLearn site

Unit Schedule

Please refer to ilearn for further information.

The ilearn site will be available during week starting 17 July 2023

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Attendance for Master of Teaching (Primary and Secondary) units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during zoom workshops and in-person on-campus days 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. Attendance at all zoom workshops and in person on-campus days is expected and the roll will be taken.

Students are required to attend the unit in which they are enrolled. Any changes to enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Fail Rule

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

5R's Framework

5Rs Framework

The 5Rs Framework, developed by the Macquarie School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, attention is given to using two of the 5Rs framework in the following important ways:

- Reflexivity: regularly returning to an overarching question to reflect on and make decisions about the enactment of appropriate pedagogical practice in the geography classroom in response to the distinctive core of geography, changing educational structures and contexts, and personal values and beliefs about teaching overall and the teaching of geography.
- Research-engaged: through an exploration and application of empirical research about pedagogical practice in the geography classroom