



# EDST8232

## Teaching Geography in the Secondary School 1

Session 2, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer and unit convenor

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By appointment only

Tutor

Kathy Jones

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Contact via Email

N/A

By appointment only

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 (PEX) 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.

#### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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.

<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: 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 <https://ask.mq.edu.au>

### **Academic Integrity**

In accordance with the Academic Integrity Policy, a student must take responsibility, be proactive, take ownership, and hold oneself responsible for ensuring all information and content, including citations and references, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy. The use of any content or ideas generated by third parties or artificial intelligence sources must be acknowledged in EDST8232.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Lesson planning and microteaching</a>	35%	No	2024-08-19
<a href="#">Assessment for learning task</a>	45%	No	2024-09-13
<a href="#">Participation and engagement</a>	20%	No	2024-10-04

### Lesson planning and microteaching

Assessment Type <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **2024-08-19**

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 <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **2024-09-13**

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 <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **2024-10-04**

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.
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<sup>1</sup> 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.

<sup>2</sup> 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

#### Required text

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>

#### Recommended texts

Solem, M., Boehm, R., & Zadrozny, J. (Eds) (2024). *Powerful Geography*. Springer

Artvinli, E., Gryll, I., Lee, J., Mitchell, J.T. (Eds) (2023) *Geography Teacher Education and Professionalisation: International Perspectives on Geographical Education*. Springer.

Access to journals:

- Geographical Education
- International Research in Geographical and Environmental Education

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

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 enrolled in INFQ or online mode 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.

Weekly lectures, where part of the program, are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### **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](https://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

### **Structure**

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

In the tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They 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 weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

## **Unit Schedule**

Please see information available on ilearn.

## 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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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.

### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://unitguides.mq.edu.au/unit_offerings/163376/unit_guide/print)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) 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 and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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

### **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 tutorials or 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 tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial 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

### **Infrequent Attendance Students**

**Information about the dates of the on-campus sessions can be found in the university**

**timetable.** [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://unitguides.mq.edu.au/unit_offerings/163376/unit_guide/print)

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

### **Fail Rule**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## **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 the [Service Connect Portal](#), 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/](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.

## Changes from Previous Offering

There are no changes from the previous offering.

## 5R's Framework

The 5Rs Framework, developed by the 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, you will learn using the 5Rs framework in the following important ways:

- \* Reflexivity - through iterative reflexive practice framed around exploring enablers and constraints to practice, and dedicating a plan for action
- \* Research-engaged - through sustained engagement with empirical research in geography education to inform and justify decisions about future plans for action.

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Unit information based on version 2024.01R of the [Handbook](#)