# EDTE410

## Social Sciences in the Secondary School 1

S1 Day 2018

*Department of Educational Studies*

## Contents

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# General Information

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Credit points
3

Prerequisites
TEP388

Corequisites
TEP401

Co-badged status

Unit description
EDTE410 is a three-credit point, one-semester unit of study. It is designed for pre-service teachers in the Social Sciences especially those wishing to have Society and Culture or Legal Studies as a second teaching subject. It provides an overview of recent syllabus developments and various approaches to teaching. The assessment for this unit is contextualised within the relevant content area. The unit is closely related to TEP401 and TEP402 and where possible students are expected to complete the equivalent of a ten-day practicum in one of the above subject areas concurrently with this unit. At the conclusion of the unit students are expected to show considerable expertise in the development and teaching of content and skills selected 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:

UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.

UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.

UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.

UO4 Select and organise subject content and resources in ways which address student learning outcomes.

UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.

UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|------|-----------|--------|-----|
| Assessment Task 1 | 30% | No | 12/03/2018 |
| Assessment Task 2 | 30% | No | 11/04/2018 |
| Assessment Task 3 | 40% | No | 05/06/2018 |

## Assessment Task 1

Due: **12/03/2018**
Weighting: **30%**

You are required to prepare and deliver a *15 minute* micro lesson on a core unit from the relevant Stage 6 *Preliminary* course. Include all relevant worksheets and resources. In addition you will be required to complete a personal reflection of your micro lesson and write a peer review.

On successful completion you will be able to:

• UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.

• UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.

- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

# Assessment Task 2

Due: **11/04/2018**
Weighting: **30%**

You will be provided with a profile of a Stage 6 Year 11 Preliminary class and tasked with designing a series of FOUR lesson plans with accompanying worksheets. The lessons must target one area of your relevant Stage 6 syllabus. The task includes a formal justification of your choices in relation to the lesson plans and worksheets.

On successful completion you will be able to:

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

# Assessment Task 3

Due: **05/06/2018**
Weighting: **40%**

This task requires you to annotate and implement changes to an existing teaching program. You will use your annotations to rewrite the program. In the final section of this task you will provide justification for your annotations and changes based on pedagogical research and literature.

On successful completion you will be able to:

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

# Delivery and Resources

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

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

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

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

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

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

# Student Support

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

## Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

# Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

# Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

# IT Help

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

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

# Graduate Capabilities

## Creative and Innovative

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

This graduate capability is supported by:

### Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

### Assessment tasks

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

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.

- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

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# Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.

## Assessment tasks

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

# Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where

relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
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- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

## Assessment tasks

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

# Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and

teaching underpinning effective pedagogy in this discipline.

- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.
- UO6 Design tasks that are engaging whilst enabling the collection of data regarding student progress towards syllabus outcomes.

## Assessment tasks

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

# Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
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## Assessment tasks

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

# Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- UO1 demonstrate working knowledge and understanding of the central concepts, skills and modes of inquiry in the discipline.
- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO3 Demonstrate a deep understanding of the literature and theory of learning and teaching underpinning effective pedagogy in this discipline.
- UO4 Select and organise subject content and resources in ways which address student learning outcomes.
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## Assessment tasks

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

# Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- UO2 Select and evaluate of a range of resources, including ICT, that engage students in

their learning.

## Assessment tasks

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

# Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Learning outcomes

- UO2 Select and evaluate of a range of resources, including ICT, that engage students in their learning.
- UO5 Plan lessons and lesson sequences that align outcomes, student activities, assessment and feedback/reporting.

## Assessment tasks

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