



School of Education

EDST6920  
Ancient History Method 1

Term 1, 2019

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### **IMPORTANT:**

**For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>**

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6920 Ancient History Method 1 (6 units of credit)  
Term 1, 2019

## 2. STAFF CONTACT DETAILS

Course Co-Convenor: Ashley Chee Quee  
Office Location: N/A  
Email: [a.cheequee@unsw.edu.au](mailto:a.cheequee@unsw.edu.au)  
Availability: By email or appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Ancient History Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## SUMMARY OF COURSE

This course is designed to increase a student's pedagogical content knowledge for [Ancient](#) History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

Restructured teaching and learning sequence to ensure that skills and concepts across stage four and five history are examined earlier.  
Adjustment of the tutorial material in weeks one to five to help students better prepare for the microteaching hurdle requirement completed in weeks six to ten.

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify foundational aspects and structure of the NSW syllabus and the depth of subject and pedagogical knowledge, including current issues, required to implement the syllabus and demonstrate the role of History in the broader school curriculum
2	Evaluate how student characteristics affect learning and evaluate implications for

3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

#### NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	4, 7
B. Classroom Management	1
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19
E. Students with Special Educational Needs	7
F. Teaching Students from Non-English Speaking Backgrounds	4, 5



## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1 (20-Feb)	<ul style="list-style-type: none"><li>• Introduction</li></ul>	

Break (17-Apr)	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>
Break (24-Apr)	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>No Class</b></li> </ul>
9 (1-May)	<ul style="list-style-type: none"> <li>• <b>Indigenous Perspectives in Stage Four and Five History</b></li> <li>• How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students in Ancient History</li> </ul>	<ul style="list-style-type: none"> <li>• Working across the curriculum</li> <li>• Indigenous perspectives in Stage four and five</li> <li>• <b>Microteaching</b></li> </ul>
10 (8-May)	<ul style="list-style-type: none"> <li>• <b>ICT Technologies in History</b></li> <li>• Skills and Concepts for Stage 4 and 5</li> <li>• Technology in the History Classroom</li> <li>• Selecting ICT tools and resources</li> <li>• Opportunities of technology in Ancient History</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for Professional Experience</li> <li>• Becoming a reflective teacher through the feedback cycle</li> <li>• Compq356.7,0 Gp356.71 535.75 187</li> </ul>



- Ercikan and Seixas (eds) (2015) *New Directions in Assessing Historical Thinking*. Routledge.
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N., (2008) *Teaching and Learning in Indigenous Education*, Victoria, Australia: Oxford University Press.
- Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Levesque (2008) *Thinking Historically: Educating Students for the 21<sup>st</sup> Century*, University of Toronto Press
- Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.)ersity of Toronto



### **Assessment Task 1: Stage Four (4) Lesson Plan**

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some Plan your fo

## **HURDLE REQUIREMENT**

### **MICROTEACHING**

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6920 ANCIENT HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task 2: Stage Four (4) unit of work outline

SPECIFIC CRITERIA	(-)	—————>	(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4.</li> <li>• Demonstrate clarity and accuracy in use of key terms and concepts in History teaching.</li> <li>• Demonstrates knowledge and understanding of NSW History Syllabus options for Stage 4.</li> <li>• Demonstrate clear links to syllabus outcomes.</li> <li>• Demonstrate coherence between syllabus outcomes and chosen strategies.</li> </ul>			
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 4.</li> <li>• Demonstrate ability to plan specific lessons for History teaching and learning experiences.</li> <li>• Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students.</li> <li>• Demonstrate knowledge of resources to engage and extend students.</li> </ul>			
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.</li> </ul>			
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies</li> <li>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.</li> </ul>			
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Unit outline and rationale meet appropriate academic and linguistic conventions</li> </ul>			
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>			

Lecturer

Date

Recommended:      / 20      (FL PS CR DN HD)

Weighting:      60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. \_\_\_\_\_

\_\_\_\_\_

Microteaching Feedback: Ancient History

**STUDENT TEACHER**

Name:

zID:

Date:

Detail