

School of Education

EDST6752  
Society and Culture Method 2

Term 2, 2019



## **1. LOCATION**

Faculty of Arts and Social Sciences  
School of Education  
EDST 6752 Society and Culture Method 2 (6 units of credit)  
Term 2, 2019

## **2. STAFF CONTACT DETAILS**

Course Coordinator: Kate Thompson  
Email:

## STUDENT LEARNING OUTCOMES

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### Outcome

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- 1 Identify essential elements of the NSW Society and Culture Syllabus, and strategies to support students as they transition between stages
- 2 Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students

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5.3.1	Make consistent and comparable judgements
5.4.1	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice
5.5.1	Report on student achievement
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	

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## **6. COURSE CONTENT AND STRUCTURE**

		<i>Moodle activity: Gather, source and post statistics demonstrating local, national and global inequalities.</i>
7	<p><b>Conformity and Nonconformity</b></p> <p>Unpacking the syllabus Finding the right focus study</p>	<p><b>Hurdle Requirement as class activity</b></p> <p>Assessment and learning. Self and peer assessment. Moderation. Feedback. Reporting to parents and other key stakeholders.</p> <p><b>Goals for PE2</b></p>







Jaques, D. (2000). *Learning in Groups* (3<sup>rd</sup> Edition). London: Routledge.

Joyce, B, Weil, M & Calhoun, E 2004, *Models of teaching* (7th edition). Boston: Allyn & Bacon.

Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdown, South Africa: Juta Educational Publishers.

Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.

Killen, R. (2007). *Effective teaching strategies: lessons from research and practice* (4th edition). Katoomba, NSW: Social Science Press.

Marsh, C. (2008). *Becoming a teacher: Knowledge, skills and issues* (4th Edition). Frenchs Forest: Pearson Education Australia.

Marsh, C. (2008). *Studies of Society and Environment* (5<sup>th</sup> Edition). Frenchs Forest: Pearson Education Australia.



## Assessment Details

### Assessment 1 (2 000 wd eq, 40%)

**PART 1:** Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 11 preliminary class.

**PART 2:** Prepare an assessment task (not an essay) that directly links to the teaching and learning and sequence must indicate when the task will occur and how the feedback form the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

### Assessment 2 (3 000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

a. what they can already do well

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## **HURDLE REQUIREMENT**

### **FEEDBACK AND REPORTING**

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (e.g. NAPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given in the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use

this student work is in relation to those overall expectations/standards as well in relation to their previous performance

provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

indicate what the implications of your evaluation might be for the teacher in terms of future teaching.

2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail commenting on. Add A, B, C, D or E to align with the advice and work samples provided by NESA and ACARA.

**NOTES:**







