

**EDST6925** 

## 1. LOCATION

Faculty of Arts, Design & Architecture School of Education EDST6925

## STUDENT LEARNING OUTCOMES

Outcome

2

4.2.1 Demonstrate the capacity to organise classroom activities and prDv

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials, and assignments will cover a variety of approaches to teaching and learning in the Chemistry classroom. Emphasis will be placed on the relationship between the nature and practice of Chemistry, the role and value of Chemistry

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	<ul> <li>Introduction to course structure and requirements</li> <li>Developing contexts: (1) the value of Chemistry; (2) making Chemistry relevant in the broader school curriculum; and (3) incorporating the nature of scientific thinking, problemsolving techniques, planning, conducting, and communicating results of investigations</li> <li>What makes a good lesson?</li> </ul>	Place of Chemistry across the continuum of learning in Science K-12

#### **Additional readings**

- Anstey, M. & Bull, G. (2006) Teaching and learning multiliteracies: Changing times, changing literacies. Curriculum Press, Melbourne.
- Attwood, B. (2005), Telling the truth about Aboriginal history. All and Unwin, Crows Nest.
- Bryson, B. (2004) A Short History of Nearly Everything, Black Swan, London
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, Heinemann
- Hazzard, J. (2004) The Art of Teaching Science: Inquiry and Innovation in Middle School and High School
- Henderson, R. (2012). Teaching Literacies. Pedagogies and Diversity in the Middle Years, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). Diversity and Inclusion in Australian Schools.
   Oxford University Press, Australia
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes* pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press

#### **Recommended websites**

**NESA** 

## 8. ASSESSMENT

Assessment Length Weight Cutcomes

Assessed Student Australian

Learning Outcomes

Assessed

## **Assessment Details**

# UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6925 CHEMISTRY METHOD 1

Student Name: Student No.:

Assessment Task 1: Lesson plan, Year 11

SPECIFIC CRITERIA	(-)	<b>—&gt;</b> (+)
Understanding of the question or issue and the key concepts involved		
Rationale for lesson plan addresses the questions:		
<ul><li>what do I want the students to learn?</li></ul>		
why is it important?		
what strategies will I use?		
<ul> <li>what assessment for learning strategies will I use to monitor progress?</li> </ul>		
<ul> <li>rationale supported using references indicating your professional reading</li> </ul>		
Depth of analysis and/or critique in response to the task		
appropriate topic choice for the year group		
appropriate choice of outcomes and lesson content		
appropriate choice of context		
demonstrates knowledge of effective teaching and learning strategies		
appropriate selection of student activities		
<ul> <li>depth of knowledge of the NSW syllabus documents and other relevant</li> </ul>		
curriculum documents		
<ul> <li>links between syllabus outcomes and the chosen activities evident</li> </ul>		
Familiarity with and relevance of professional and/or research literature used		
to support response		
<ul> <li>reference specifically to material, research and ideas presented in</li> </ul>		
Chemistry method lectures		
Structure and organisation of the response		
appropriateness of overall structure of response		
<ul> <li>clarity and coherence of organisation; logical sequence</li> </ul>		
use of appropriate format		
Presentation of response according to appropriate academic and linguistic		
conventions		
<ul> <li>clarity, consistency, and appropriateness of conventions for quoting, citing,</li> </ul>		
paraphrasing, attributing sources of information, and listing references (APA		
style)		
<ul> <li>clarity and appropriateness of sentence structure, vocabulary use, spelling,</li> </ul>		
punctuation, and word length		
GENERAL COMMENTS		

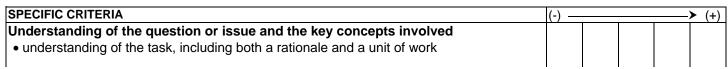
Lecturer: Date:

Recommended: /20 Grade: Weighting: 40%

#### UNSW SCHOOL OF EDUCATION FEEDBACK SHEET EDST6925 CHEMISTRY METHOD 1

Student Name: Student No.:

Assessment Task 2: Unit of work, Year 11 Chemistry



#### Depth of analysis and/or critique in response to the task

- ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act, including a rational that includes:
- a brief outline of the school and class context
- a statement of what students should learn students learn and why it is important
- a description and justification of choice of context
- justification of teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstration of how differentiation will support a diverse range of learners
- description of the prior knowledge students have to begin this unit and discussion of