School of Education

UNSW Arts, Design and Architecture

EDST6722

Society and Culture Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Amanda Webb	amanda.webb@unsw.edu.au			

School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

efp fp ^ ev_ofa `lropb, Gq fp ^s^fi^_ib qI _lqe rkabodo^ar^qb ^ka mlpqdo^ar^qb pqrabkqp, eb `lropb `lkqbkq* abifsbov ^ka ^ppbpp j bkq tfii _b fabkqf`^i clo _lqe dolrmp lc pqrabkqp,

In this course, you will begin to learn how to teach Society and Culture in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1,2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1,2
1.5.1	Demonstrate knowledge and understanding of strategies for	

Lectures will provide an introduction to aspects of educational psychology relevant to the cognitive and affective development of adolescents. Lectures and tutorials will include an overview of classroom management theories and practices.

In tutorials students will gain practical experience in programming and lesson planning. Students will be introduced

to a variety of teaching strategies. Students will have experience working collaboratively and in small group

situations.

A feedback sheet will be provided.

Specific Criteria	(-)——————————>(+)
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Rec mصح ed: / 0 (FL PS CR DN HD) Weighضخ ش : 40%

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RUBRIC/FEEDBACK SHEET
EDST6722 SOCIETY AND CULTURE METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of work outline

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in unit planning • design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs where appropriate • essential components integrated effectively into unit of work					
Depth of analysis and 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					

Specific Criteria	(-)——————————>(+)				

Attendance Requirements

School of Education Attendance Requirement

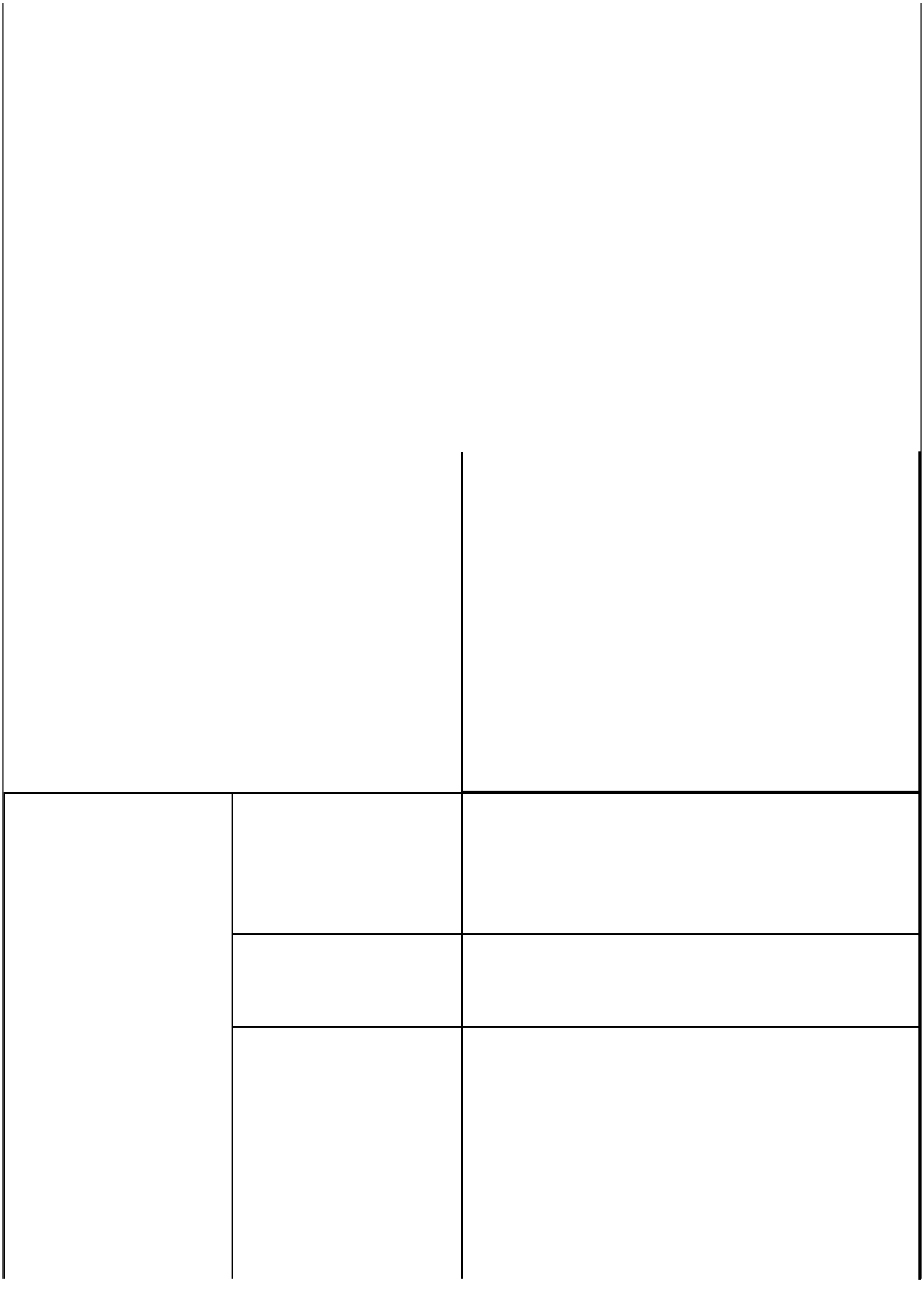
The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

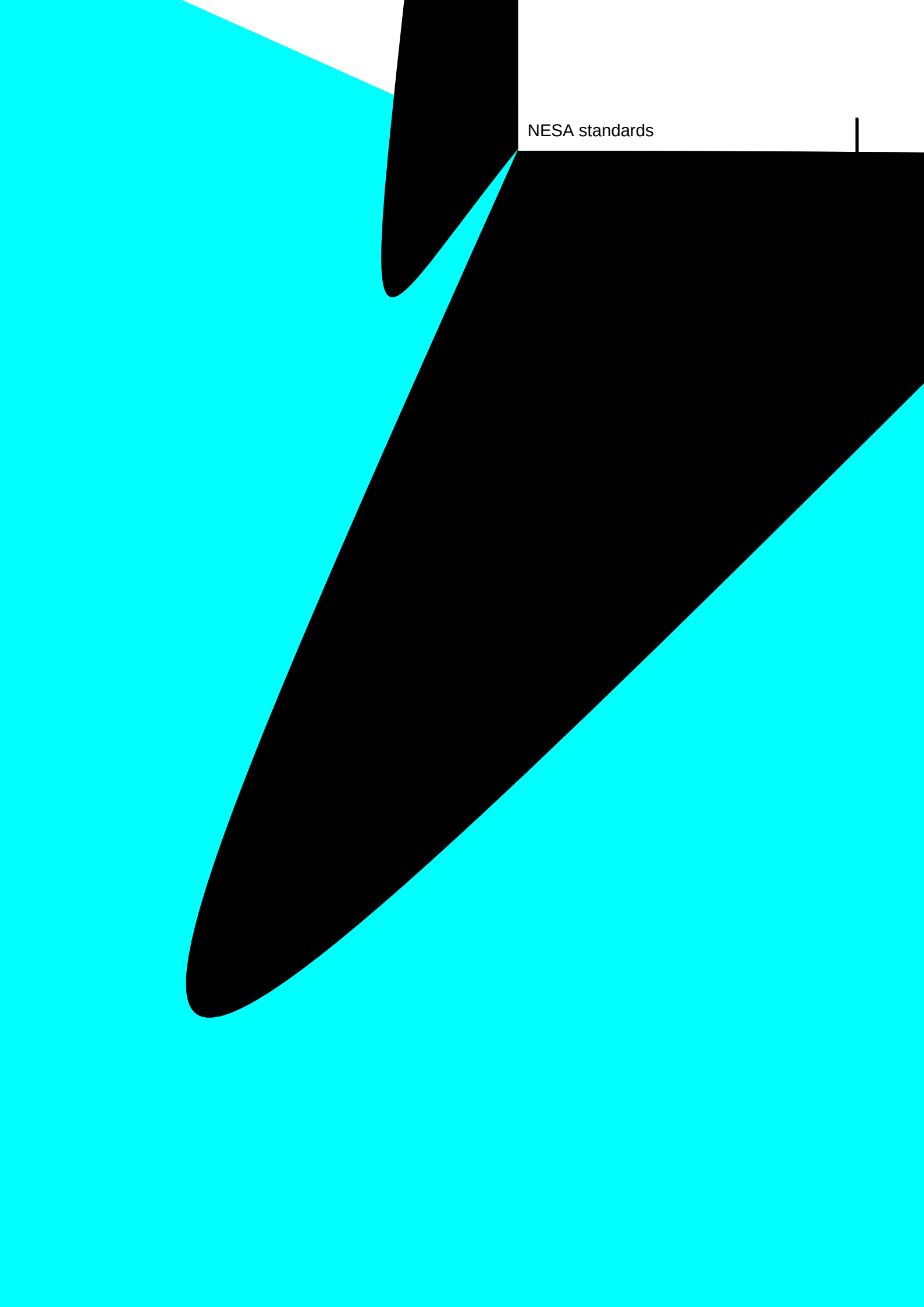
View class timetable

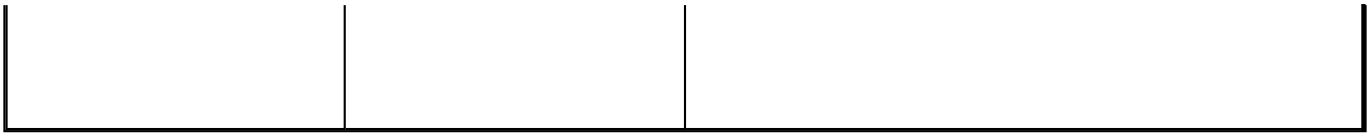
Timetable

Date/Module	Type	Content
1	Lecture	Introduction & Society and Culture Framework • Where does it fit in HSIE?



		al, pp 43-68 • Interactive posters www.glogster.com • Questioning strategies https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning/key-questioning-strategies


NESA standards



Resources

Prescribed Resources

Required Readings

ib^ọkbọp fk ọeb j ^fkpọọb^ j `i^ppọ l l j , Portsmouth, Heinemann
- Giddens, A (2006), *l`f l i l dv*, 5th Edition, Polity Press, Cambridge.
- Goldstein, S. & Brooks, R. (2007). *kabọpọ^kafkd ^ka K^k^dfkd Aefiaọbkọp Ai^ppọ l l j @be^sf l rọp* (2nd Edition). Hobken: Wiley & Sons.
- Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *b`l ka^ọv `e l l ifkd fk ^ Ae^kdfkd T l ọia*. Sydney: Harcourt.
- Groundwater, S., Ewing, R. & Le Cornu, R. (2003). *b^`efkd8 Ae^iibkdbp ^ka Bfib j j ^p* (2nd.

Pearson, NSW
- Omstein, A.C. (1990).

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article,

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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