



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST6724
History Extension Method 1

Semester 1, 2018

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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 and Gadigal 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
EDST6724 History Extension Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Convenor: Linda Kovacs
Office Location: John Goodsell 130
Email: l.kovacs@unsw.edu.au
Availability: via email

3. COURSE DETAILS

Course Name	History Extension Method 1
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course is designed as an extension History method course focusing on advanced pedagogical content knowledge for History teaching. Students will explore advanced pedagogical models and assessment approaches. Students will critically examine The NSW Years 7 – 10 History Elective Syllabus. Students will appraise a range of strategies for teaching and assessing History, e.g. enquiry approaches to learning, and consider elements needed for quality teaching specific to History.

Based on last year's student feedback, the following course changes have been made:

- *Assessment 2 has been changed to allow students to choose a film instead of a novel.*

Important information

- **Assessment:** Please note that all students must pass **all** assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome	
1	Demonstrate knowledge and understanding of the NSW Stage 5 and 6 Elective History Syllabus and various Department of Education policies, particularly those relating to ICT, Literacy, Aboriginal Education and Cultural Diversity.
2	Plan and implement coherent, goal oriented lessons and lesson sequences that are designed to engage all students and address learning outcomes.
3	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.
4	Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT through the use of the Internet and web-based Learning Management Systems
5	Plan for and implement a range of literacy and classroom strategies to meet the needs of students' different approaches to learning
6	Analyse specific strategies for teaching Aboriginal and Torres Strait Islander students, students with Special Education Needs, Non-English Speaking Background students, students with Challenging Behaviours
7	Develop appropriate and engaging resources for the History classroom that take into account students' skills, interests and prior achievements and that respect the social, ethnic and religious backgrounds of students
8	Investigate the NSW Institute of Teachers' standards for Graduate teachers

AITSL Professional Graduate Teaching Standards

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
1.4	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
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
2.2	Organise content into an effective learning and teaching sequence
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3	Include a range of teaching strategies

National Priority Area Elaborations

Priority area	
A. Aboriginal and Torres Strait Islander Education	A 1 / 2 / 3 / 4 / 5 / 6 / 8
B. Classroom Management	B 1 / 2 / 4 / 5
C. Information and Communication Technologies	C 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12
D. Literacy and Numeracy	D 3 / 5 / 8 / 12 / 15 / 18 / 19
E. Students with Special Educational Needs	E 6 / 7 / 8 / 9
F. Teaching Students from Non-English Speaking Backgrounds	F 1 / 3 / 4 / 5 / 7

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This subject aims to develop in each student the ability to effectively teach History to secondary school students according to the philosophy and requirements of the NSW History Elective Syllabus. During the course students will develop their knowledge of New South Wales syllabus documents. Lectures, tutorials and assignments will cover a variety of approaches to teaching and learning in the History classroom. Emphasis will be given to the relationship between History, literacy and numeracy and the role and value of History in the curriculum and the community.

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will later teach.

5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.
- Online learning from readings on the Moodle website.
- Online discussions.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 26 Feb – 2 March	History Elective Syllabus A 4/5/6/8... B 1/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Course Outline Course Assessment MOODLE resources The History Elective Syllabus pulled apart
2 5 - 9 March	Flip It A 4/5/6/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7	Flipped Learning: What is it? How can you achieve it? What are the benefits for History Elective? N.B. Linked to Assessment Task 1
3 12 – 16 March	Active Learning A 4/5/8... B 1/2/4/5... C1/2/3/6/11/12 ...D3/12/18...E7/8...F3/7/8	Teaching students of mixed ability to research effectively in History
4 19 – 23 March	Constructing History A1 /2/3/5...B1/2/4/5... C1/3/4/6/8/10...D3/4/5/8/15/18/19... E 7/8/...F1/3/5/7	What is history? How is history constructed? How do students understand the many ways that historical meaning can be made? N.B. Linked to Assessment Task 2
5 26 – 30 March	Historical Concepts and Skills: Perspective A3/4/5/6/8...B1/4/5...C1/3/4/5/6/11/12... D1/3/5/7/8/9/10/12/15/18/19...E 6/7/8...F1/4/7/8/9	How to develop students' understanding of the ways in which different perspectives/ interpretations of the past are reflected in a variety of historical constructions. N.B. Linked to Assessment Task 2
Mid-semester break (30 March – 8th April)		
6 9 – 13 April	Historical Concepts and Skills: Contestability A 3/4/5...B1/2/4/5...C1-12...D 3/8/12/16...E6/8/...F3/4/5/7	Dispel the myth...not all historians agree! Fight, dispute and contend the past.
7 16 – 20 April	Marking A1 /2/3/5...B1/2/4/5... C1/3/4/6/8/11...D3/4/8/15/18/19... E 7/8/...F1/3/5/7	Sample marking of a History Elective Term 1 Task
8 23 – 27 April ANZAC Day Wed 25th April	Using the Web effectively in a History Classroom A 3/4/5...B1/2/4/5...C1-12...D 3/8/12/16...E6/8/...F3/4/5/7	Research tools for online investigations Evaluating web-based resources
9 1 – 4 May	Teaching Literacy Skills in the History Classroom A4/6/8...B1/2/4/5...C1- 12...D3/12/18...E7/8...F3/-5,7	Acronyms and Scaffolding Writing activities Feedback for students
10 7 – 11 May	Teaching Numeracy Skills in the History Classroom A4/6/8...B1/2/4/5...C1- 12...D3/12/18...E7/8...F3/-5,7	Graphs, tables and maps – transferring those maths skills

11 14 – 18 May	Current issues in History teaching <i>A1 /2/3/5...B1/2/4/5... C1/3/4/6/8/11...D3/4/8/15/18/19... E 7/8/...F1/3/5/7</i>	What do the experts think? What do you think? Engagement & Reflection On-line course evaluation
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Professional Experience

4th June – 29th June 2018

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Task 1 Resources for History Elective Flipped Learning	Resources for 3 x 60 minute 'flipped' lessons	50%	2, 3, 4, 5, 7	1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2 2.6, 3.3	A 4/5/6 B 1/2/4/5... C 1/12 D 3/12/18 E 7/8 F 3/7	Week 7 Date 12/4/18 Due 5pm
Task 2 Historical Fiction for the History Elective Classroom	2 500 words	50%	1, 3, 6, 7	1.1, 1.2, 1.3, 1.5, 2.1, 2.5	A 1/2/4/5/6 B 1/2/4/5... C 1/12 D 3/8/18/19 E 6/7/8 F 1/3/4/5/7	Week 11 Date 17/5/18 Due 5pm

Assessment Details

Task 1 – Resources for History Elective Flipped Learning

Due: 12/4/18

Length: Resources for 3 x 60 minute 'flipped' lessons

Weight: 50%

Task Description: you will design a set of resources to be used in a 'Flipped Learning' classroom. These resources will target one area of 'Content' (identified below) from the History Elective Syllabus for Topic 1: Constructing History.

Task Instructions: you will need to,

- Identify the content necessary to address the syllabus dot-point
 - *The nature of history, heritage and archaeology* (p. 21, Elective History Syllabus)
- Plan and create video and text based resources to explain to students the features of history, heritage and archaeology using the Flipped Learning model of teaching. You have 3 x 60 minute lessons to prepare for.

Task Requirements: your submitted task must include,

- i. Original video resources for students to use in preparation for the three lessons (min 1 – max 3 videos)
- ii. Text based resource(s) for students to use in preparation for the three lessons
- iii. Outline of how the video and text resources will be used for the Flipped learning lessons (max 350 words)
- iv. Student activity/ instruction sheets for use during the lessons

Submission of task: your submitted task should be set out as follows:

- Text based resource(s) for student lesson preparation
- Outline of how resources will be used
- Student activity/ instruction sheets
- Submission of video resources TBC

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6724 EXTENSION HISTORY METHOD 1

Student Name:

Student No.:

Assessment Task: Task 1 - Resources for History Elective Flipped Learning

SPECIFIC CRITERIA	(-) ←	→	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates a clear understanding of how flipped learning can be appropriately used in History Elective lessons. • Clarity and accuracy in use of key terms and concepts in history teaching. 			
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Ability to plan and design detailed, well-structured and appropriate resources for History Elective flipped learning lessons. • Awareness of the need for different strategies and approaches to meet the different cultural backgrounds and learning needs of students • Knowledge of resources to engage and extend students. 			
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Specific reference to material, research and ideas presented in History Extension Method lectures, readings from the prescribed text and other sources. • Content clearly linked to syllabus content, outcomes and chosen strategies. 			
Structure and organisation of response <ul style="list-style-type: none"> • Presents resources that address the History Elective Syllabus requirements • Presents resources that are clear and logical in structure. • Presents teaching and learning activities that are relevant to the content, and Stage appropriate 			
Presentation of response according to appropriate academic and linguistic conventions			
GENERAL COMMENTS/ RECOMMENDATIONS FOR NEXT TIME			

Lecturer

Date

Recommended: / 20 (FL PS CR DN HD)

Weighting: 50%

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Task 2 – Historical Fiction/Film for the History Elective Classroom

Due: 17/5/18

Length: 2 500 words

Weight: 50%

Task Description: you will present an essay response to the Focus Question. The essay will provide critical reviews of a selection of literature including, an example of historical fiction for young adult readers, historical studies and academic commentary on historical fiction.

Focus Question: To what extent is historical fiction a useful resource for the History Elective classroom?

Task Instructions: to respond to the Focus Question you will need to,

- a) Select an historical novel written for young adult readers or a recent movie linked to an area of the syllabus.
- b) Decide and note which History Elective topic the novel/film selected in part a) would be relevant for.
- c) Locate at least TWO historical works that discuss the historical period/ personality/ event of your novel or film.
- d) Find at least TWO relevant academic commentaries that discuss historical fiction or history through film (**N.B.** these academic commentaries do not have to discuss your novel, or the topic of your novel. Your commentaries may discuss adult historical fiction.)
- e) Think about the range of student learning styles that you would need to cater for in a mixed ability classroom.

Written Presentation: Your submitted task should be set out as follows:

- Essay and full Reference List set out as per UNSW guidelines

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6724 EXTENSION HISTORY METHOD1

Student Name: _____ Student No.: _____
 Assessment Task: Task 2 – Historical Fiction for the History Elective Classroom

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Demonstrates a clear understanding of the issues associated with using historical fiction in a History Elective classroom. • Clarity and accuracy in use of key terms and concepts in history teaching. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Critically reviews a selection of literature required by the task. • Critically reviews a selection of literature relevant to the task. • Demonstrates awareness of possibilities for differentiated learning. 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Detailed reference to a selection of literature including, an example of historical fiction for young adult readers, historical studies and academic commentary on historical fiction. 					
Structure and organisation of response <ul style="list-style-type: none"> • Presents a sophisticated, detailed and well-structured essay that assesses the extent to which historical fiction is a useful resource for the History Elective classroom • Demonstrates clear understanding of the History Elective Syllabus aims and outcomes. • Demonstrates awareness of History Elective Syllabus options. 					
Presentation of response according to appropriate academic and linguistic conventions					
GENERAL COMMENTS/ RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Date

Recommended: / 20 (FL PS CR DN HD)

Weighting: 50%

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. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Resources for History Elective Flipped Learning	Written via Turnitin	10 days from due date
Task 2 Historical Fiction/Film for the History Elective Classroom		

8. RESOURCES

Essential Documents.

Students must be familiar with:

- NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW
- Board of Studies (2012). *Syllabus for History Years 7 - 10*, North Sydney, NSW. Access at / download from http://www.boardofstudies.nsw.edu.au/syllabus_sc/history-elective-7-10-syllabus.html
- Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation
- <http://www.hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>
- NCHE Professional Digest
- <http://www.hyperhistory.org/index.php?option=displaypage&Itemid=224&op=page>
- Course Readings: Available on Moodle.

Further 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*. Allen and Unwin, Crows Nest.
- Carr, E.H., (1981). *What is History?* Harmondsworth: Penguin.
- Clark, A., (2008). *History's Children*, Sydney: UNSW Press.
- Curthoys, A. & Docker, J. (2005). *Is History fiction?* Sydney: UNSW Press.
- Fines, J., (1983). *Teaching History*, Holmes McDougall Seminars.
- 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.
- 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
- Husbands, C. (1998). *What is History: Language, Ideas and Meaning in Learning about the Past*, Buckingham: Open University Press.
- Lee, P., et al, (1992). *The Aims of School History: The National Curriculum and Beyond*, London: The Tufnel Press.
- 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
- Taylor, T. (2005). *What is History?* Melbourne: VHTA.

Research Reports:

- Halse, C. et al. (1997). *The State of History in New South Wales*, Leichhardt: HTA of NSW.
- Taylor, T. et al. (2000). *The Future of the Past*, Victoria: Faculty of Education, Monash University
- Clark, A. (2008). *A Comparative Study of history Teaching In Australia and Canada*, Monash University. (Available on Moodle)
- McIntyre, S. (2008). *National History Curriculum: Initial Advice*.(Available on Moodle)

Journals:

- Teaching History*, Journal of the History Teachers' Association of NSW Inc. (HTA NSW)
(A source of teaching ideas, curriculum issues and academic articles...student membership available).
Website: <http://www.htansw.asn.au/>