

## Course Outline

**Code: EDU356**

### **Title: Teaching Junior Secondary Geography**

<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 1
<b>Year:</b>	2019
<b>Course Coordinator:</b>	Associate Professor Deborah Heck Email: dheck@usc.edu.au
<b>Course Moderator:</b>	Dr Ken Young kyoung@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

#### **1. What is this course about?**

##### **1.1 Description**

This course will develop your knowledge of curriculum and specific pedagogical approaches that support learners to understand and make sense of the disciplinary features of Geography for young people in years 7-10. Using the Australian Curriculum Geography across the two strands, Geographical Knowledge and Understanding and Geographical Inquiry and Skills, as the basis of your work. You will apply knowledge of core geographical concepts; you will design geographical inquiries, lessons, activities and assessment that make use of fieldwork and spatial technologies.

##### **1.2 Course topics**

- Australian Curriculum Geography in Queensland
- Evaluating community resources for Junior Secondary geography
- Reflection for developing identity as a Junior Geography Teacher
- Inquiry learning in Junior Secondary Geography planning Junior Secondary Geography lessons and learning sequences
- Formative and summative assessment strategies and reporting in Geography
- Implementation of ICT, literacy, numeracy and cross-curricular themes and general capabilities in Geography
- Fieldwork and spatial technologies in junior secondary Geography
- Aboriginal perspectives and Torres Strait Islander perspectives of geographical knowledge
- Strategies for differentiating teaching to meet the specific learning needs of students in Geography

#### **2. What level is this course?**

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th year of an undergraduate program.

#### **3. What is the unit value of this course?**

12 units

#### 4. How does this course contribute to my learning?

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Apply knowledge of the Australian Curriculum Geography in Queensland to create engaging learning experiences for students in years 7-10.	Task 1 A Task 2 Task 3	Knowledgeable. Empowered.
Reflect, analyse and plan personal content and pedagogical professional learning and evaluate your developing identity as junior secondary geography teacher.	Task 1B Task 3	Creative and Critical thinkers
Apply knowledge of strategies and formats of assessment to create tools to measure student learning and provide feedback on progress for further learning.	Task 2 Task 3	Knowledgeable. Empowered.
Demonstrate knowledge of how to plan learning activities and assessment that ethically meet, and accommodate a range of student needs.	Task 1 A & B Task 2 Task 3	Knowledgeable. Creative and critical thinkers.
Evaluate and justify the use of spatial technologies and fieldwork for Geography teaching in junior secondary contexts.	Task 2 Task 3	Knowledgeable. Creative and critical thinkers.

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1 Enrolment restrictions

Students must be enrolled in Program AE304, ED307, ED315, SE303 UU301, XU301 and a Geography Major or Minor

##### 5.2 Pre-requisites

Nil

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

It is expected that you will engage in this course when you have undertaken tertiary geography content courses. You will be required to draw upon geography content knowledge to complete this course

#### 6. How am I going to be assessed?

##### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

## 6.2 Details of early feedback on progress

In week 3 a draft copy of your assessment task will be peer reviewed in the tutorial session.

## 6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1A	Teach a lesson segment	Group	10%	15-minute	Week 4 - 5	Presentation in Tutorial
1B	Reflection and professional development plan	Individual	10%	500 words	One week following presentation	Blackboard (SafeAssign)
2	Report – unit and assessment plan	Individual	40%	2000 words	Friday 9am Week 8	Blackboard (SafeAssign)
3	Examination	Individual	40%	80 minutes	Week 10, in class	In Class
			100%			

### Assessment 1A: Teach a lesson segment

<b>Goal:</b>	The goal of this task is to teach a lesson segment using community resources adapted for junior secondary geography in a specific school community
<b>Product:</b>	Oral
<b>Format:</b>	As a small group, designated during tutorial, you will identify a community resource that can be adapted for use in an allocated school context and Geography unit. You will write a lesson plan and selected a 15 minute teaching segment that provides an opportunity for all members of the group to teach. Groups will be formed in advance and the topic, year level and school location will be provided for you.
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Application of knowledge of the Australian Curriculum: Geography</li> <li>2. Implementation of appropriate planning, pedagogical and content knowledge and teaching strategies</li> <li>3. Oral communication skills appropriate for the audience.</li> </ol>

**Assessment 1B: Self-critique and professional development plan**

<b>Goal:</b>	The goal of this task is to reflect on your teaching segment from Task 1A and identify an ongoing professional development plan.
<b>Product:</b>	Written piece - other
<b>Format:</b>	One week following the presentation for task 1A, you will individually prepare a reflection that identifies the following: <ul style="list-style-type: none"> <li>• Review your strengths and areas for improvement of your content knowledge, planning, pedagogy, resources, communication, literacy, numeracy and teacher presence.</li> <li>• Propose a Professional Development Plan identifying your professional development needs and strategies to achieve these prior to graduation.</li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Application of knowledge of the Australian Curriculum: Geography in critique and professional development plan.</li> <li>2. Critical evaluation of all components of the teaching segment.</li> <li>3. Creation of an effective and developmental professional development plan.</li> <li>4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

**Assessment Task 2: Report – Unit Plan**

<b>Goal:</b>	The goal of this task is to design and justify a Geography unit plan and assessment for the allocated unit and school from task 1A.
<b>Product:</b>	Report
<b>Format:</b>	Using the report template provided on the course Blackboard site design a Geography unit plan for the specified school context that makes use of spatial technologies and or fieldwork. Describe and explain the following: <ul style="list-style-type: none"> <li>- Unit overview and connection to the curriculum and context</li> <li>- Overview of the learning and teaching sequence including application of literacy, numeracy, ICT, spatial technologies or fieldwork</li> <li>- Assessment</li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Application of knowledge of the Australian Curriculum: Geography to unit planning and assessment.</li> <li>2. Implementation of appropriate planning and pedagogical content knowledge and teaching strategies, including literacy and numeracy, the use of ICT to enhance learning.</li> <li>3. Application of spatial technologies or fieldwork pedagogy to Geography curriculum.</li> <li>4. Use of credible evidence and sources.</li> <li>5. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions</li> </ol>

### Assessment Task 3: Examination

<b>Goal:</b>	The goal of this task is to demonstrate your knowledge and application of course topics
<b>Product:</b>	Examination
<b>Format:</b>	<p>An exam will provide you with the opportunity to provide evidence of your engagement with Course topics. Including the following core topics:</p> <ul style="list-style-type: none"> <li>• Australian Curriculum Geography in Queensland</li> <li>• Reflection for developing identity as a Junior Geography Teacher</li> <li>• Inquiry learning in Junior Secondary Geography and planning for teaching in Junior Secondary Geography lessons and learning sequences</li> <li>• Formative and summative assessment strategies and reporting in Geography</li> <li>• Implementation of ICT, literacy numeracy and cross-curricular themes and general capabilities in Geography</li> <li>• Fieldwork and spatial technologies in junior secondary geography</li> <li>• Strategies for differentiating teaching to meet the specific learning needs of students in Geography</li> <li>• Aboriginal perspectives and Torres Strait Islander perspectives of geographical knowledge</li> </ul> <p>The exam will be 80 minutes long and will consist of short answer, scenario questions and short essays on the course topics.</p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge and understanding of             <ul style="list-style-type: none"> <li>- Australian Geography curriculum, geographical inquiry, and cross curricular themes</li> <li>- Resources and teaching strategies to support student learning including fieldwork and spatial technologies</li> <li>- Assessment planning, design, moderation and reporting</li> </ul> </li> <li>2. Written communication and academic literacies including grammar, English expression and technical accuracy.</li> </ol>

## 7. What are the course activities?

### 7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

### 7.2 Course content

Week / Module	What key concepts/content will I learn?
Weeks 1 - 3	<p>Scope and structure of this course</p> <p>Examination of the ACARA Australian Curricula for Junior Secondary Geography (including strands, General Capabilities, particularly the promotion of literacy and numeracy, and Cross Curricular Priorities)</p> <p>The importance of curriculum and content knowledge in Geography</p> <p>Inquiry in junior secondary geography</p> <p>Identifying and knowing the students and the community in the context of Queensland</p> <p>Selecting and evaluating Geography resources for lesson plans.</p> <p>Analysing and adapting community-based resources, including for example DET's domestic violence resources for use in Junior Secondary Geography</p> <p>Developing your identity as a junior secondary Geography teacher</p> <p>Reflection frameworks that support teaching and learning for Geography teachers</p>

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Week 4 -6	Presentation of lesson segments and reflection Unit planning and junior secondary inquiry Assessment and reporting Exploring the range of spatial technologies and their application within the Geography inquiry sequence. Exploring field work and application in inquiry sequences. Use of ICTs in junior secondary geography Explicit teaching of literacy and numeracy.
Week 7-9	Justifying unit plans using the curriculum and readings to identify pedagogical decision-making processes. Aboriginal perspectives and Torres Strait Islander perspectives of geographical knowledge Differentiating teaching to meet the specific learning needs of students in Geography. Evaluation of teaching, supporting the achievement of student learning outcomes, moderation and reporting, data use and integration with planning. Developing identity as a junior secondary Geography teacher Progression and understanding in geography Values education and global perspectives Sustainability as a cross curricular theme Practice examination questions short answer using the online assessment.
Week 10	Examination in class lecture or tutorial time

Please note that the course activities may be subject to variation.

### **8. What resources do I need to undertake this course?**

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

#### **8.1 Prescribed text(s) or course reader**

Please note that you need to have regular access to the resource(s) listed below as they are required:

<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
Taylor, T., Fahey, C., Kriewaldt, J., and Boon, D.	2019	Place & Time Teaching history, geography and social sciences	Pearson

#### **8.2 Specific requirements**

It is expected that all students have access to electronic devices and suitable internet access to engage with the course materials. BYOD are required for each lecture and tutorial session the final exam will be undertaken using a BYOD during the final tutorial.

### **9. How are risks managed in this course?**

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## **10. What administrative information is relevant to this course?**

### **10.1 Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### **10.2 Assessment: Additional requirements**

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### **10.3 Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### **10.4 Study help**

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890

Email: [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.7 School Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1A: Teaching a lesson segment	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 linguistic, cultural, religious and socioeconomic backgrounds. 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. 3.1. Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3. Include a range of teaching strategies. 3.5. Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.
Task 1 B: Self-critique and professional development plan	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. 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.

	<p>2.4. Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p> <p>3.5. Demonstrate a range of verbal and nonverbal communication strategies to support student engagement.</p> <p>6.1. Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.</p> <p>6.2. Understand the relevant and appropriate sources of professional learning for teachers.</p> <p>6.3. Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p> <p>6.4. Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p> <p>7.4. Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>
<p>Task 2: Report: unit plan</p>	<p>1.1. Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</p> <p>1.2. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.</p> <p>2.2. Organise content into an effective learning and teaching sequence.</p> <p>2.3. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.5. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.1. Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>3.2. Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3. Include a range of teaching strategies</p> <p>3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>
<p>Task 3: examination</p>	<p>2.1. Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</p> <p>2.3. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</p> <p>2.5. Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p> <p>2.6. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.4. Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>3.6. Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p> <p>3.7. Describe a broad range of strategies for involving parents/carers in the educative process.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess</p>

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	<p>student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p> <p>5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.</p> <p>5.5 Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.</p>
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