



COURSE OUTLINE

EDU357

Teaching Senior Secondary Geography

Course Coordinator: Deborah Heck (dheck@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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

In this course, you will develop knowledge and skills for implementing the Queensland Senior Secondary Geography curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners based on your reflections of current trends in geography education. You will explore and analyse a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within Geography.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
Online – Lecture (online) You are required to engage with online lecture materials accessed through Blackboard prior to the scheduled online lecture.	1hr	Week 1	10 times
Independent Study/Research – In addition to the lecture/tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using the course Blackboard materials and engage with current research/readings via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	10 times
Lecture – Lecture - You are required to engage with an online scheduled lecture as well as online materials accessed through Blackboard.	1hr	Week 1	10 times

1.3. Course Topics

- Senior Geography curriculum and the role of Inquiry
- Curriculum design and alignment
- Geography discipline-specific pedagogical content knowledge (PCK)
- Teaching and, learning strategies that engage senior geography students
- Diagnostic, formative, summative assessment and reporting
- Literacy, numeracy, ICT and 21st-century skills in Geography
- Marking, feedback and moderation in senior Geography
- Interpreting student assessment data to modify teaching

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study 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?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Identify and apply geography content, inquiry and Senior Secondary Geography curriculum.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs</p>
<p>2 Identify and apply a range of teaching and learning strategies, including ICT, that provide achievable challenges and engage the diversity of students in senior geography.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.2 - Content selection and organisation 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Plan, create, explain and justify the principles of assessment, moderation, feedback and reporting that measure senior students' progress towards achievement standards in senior Geography.</p>	<p>Creative and critical thinker Empowered Engaged</p>	<p>2.3 - Curriculum, assessment and reporting 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement</p>
<p>4 Explain and justify planning, resourcing, teaching strategies, ICT, literacy, numeracy and 21-century skills developed through senior geography curriculum including fieldwork.</p>	<p>Creative and critical thinker Ethical Engaged</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources</p>

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. Pre-requisites

Enrolled in Program (AE304 and a Geography Major or Geographical Sciences Extended Minor) or (SE303 and a Geographical Sciences Extended Minor) or (ED315 and a Geographical Studies Minor)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

It is expected that students engaging in this course have undertaken tertiary geography content courses that will be drawn upon to complete this course.

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Task 1 will provide feedback on progress during the class.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Individual	15%	Written - 4 Powerpoint slides Presentation - 3 Minutes in class using submitted Powerpoint slides	Refer to Format	Online Assignment Submission with plagiarism check and in class
All	2a	Examination	Individual	20%	25 minutes	Week 6	Online Test (Quiz)
All	2b	Examination	Individual	15%	25 minutes	Week 7	Online Test (Quiz)
All	3	Portfolio	Individual	50%	2500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Geographical skills content and pedagogical knowledge

GOAL:	The goal of this task is to identify and apply senior geography content, curriculum and teaching strategies to a professional audience.
PRODUCT:	Oral and Written Piece
FORMAT:	<p>Submit: Written: Monday 8 am Week 4 Presentation: in tutorial week 4 -5.</p> <p>As a senior geography teacher, you will be allocated in week one to a school that will form the context for this assessment task. As part of the teaching team, each teacher will be allocated a different geography skill to be developed across year 11 and 12. The Head of Curriculum has asked each teacher to identify and describe how the allocated geographical skill will develop across the four units of study in senior geography at the school. Each teacher will develop four PowerPoint Slides that provide the following detail:</p> <p>Slide 1: Contemporary knowledge and understanding update for teachers about the geographical skill</p> <p>Slide 2: Geographical skill progression across the senior secondary program of study</p> <p>Slide 3: Teaching and learning strategies to engage students to develop the geographic skill as an achievable challenge</p> <p>Slide 4: Reference list</p> <p>You will submit the four PowerPoint slides as the written piece for this task to the course Blackboard site. The teaching team will collaborate to collate the PowerPoint slides into one presentation for the school site presentation during the tutorial. Each team member will have 3 minutes to discuss their four PowerPoint slides.</p>

CRITERIA:	No.	Learning Outcome assessed
	1 Identify and apply senior secondary geography content, inquiry and curriculum	1
	2 Identify and apply senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary geography skills development.	2
	3 Create communication using credible sources	1 2
	4 Apply oral communication skills that demonstrate the capacity to organise activity and provide clear directions.	1 2

All - Assessment Task 2a: The Senior Secondary Quiz

GOAL:	The goal of this task is to identify and apply your knowledge of the senior secondary lecture topics.	
PRODUCT:	Examination	
FORMAT:	<p>You will participate in a 25 -minute online Quiz during your lecture in week 6 to demonstrate your understanding of the senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series, including:</p> <ul style="list-style-type: none"> • History of senior schooling in Queensland • Types of senior secondary syllabuses • Role of cognitive verbs in senior secondary syllabuses and assessment • Curriculum design and alignment • ATAR and QCE processes for senior secondary • Access and reasonable adjustment for senior secondary assessment • Diagnostic, formative, summative assessment and reporting in senior secondary • Summative assessment feedback and moderation practices in senior secondary • The role of literacy and numeracy and 21st-century skills in senior secondary <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Identify and apply the senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	1 2 3 4

All - Assessment Task 2b: Exam

GOAL:	The goal of this task is to identify and apply your discipline-specific geography pedagogical and curriculum knowledge.	
PRODUCT:	Examination	
FORMAT:	<p>You will participate in a 25-minute online short answer exam during your lecture in week 7 to provide evidence of your engagement with course topics, including:</p> <ul style="list-style-type: none"> • Geography pedagogical and content knowledge for senior secondary classroom practice • Geography and inquiry learning curriculum, planning and teaching strategies that engage senior geography students and their application in the senior geography syllabus • Ethical and responsible selection and use of resources including ICT • Fieldwork risk assessment, planning, preparation and assessment • Developing literacy and numeracy and 21st-century skills in the Geography classroom <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Identify and apply senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	1 2 3 4
	2 Create communication using credible sources.	1 2 3 4

All - Assessment Task 3: Portfolio: Curriculum, pedagogy and assessment in senior geography

GOAL:	The goal of this task is to plan, create, evaluate and justify curriculum, pedagogy and assessment in Senior Secondary Geography.		
PRODUCT:	Portfolio		
FORMAT:	<p>Select one summative internal (teacher-designed) sample geography assessment task from the QCAA. You will critically analyse this task to demonstrate your ability to apply your understanding of curriculum, pedagogy and assessment in Senior Geography for an allocated school site.</p> <p>Your portfolio needs to critically analyse the application of the internal assessment task in the school context based on the syllabus and contemporary literature. In your portfolio, you will:</p> <ul style="list-style-type: none"> Identify how the selected summative assessment task connects to the final grade reported in this subject. Analyse the school profile and justify implications for engaging senior secondary students at this school. Identify the specific classroom level data that you would have available to you as a senior secondary teacher before the commencement of the teaching and assessment related to this task? Explain how you might use this data in your practice? <ul style="list-style-type: none"> Critically analyse the sample task; identify the strengths and weaknesses of the task for the students at the allocated school based on the syllabus and contemporary literature. Identify and justify one modification you would make to this task. Explain and justify a sequence of three and that relate to the module/unit of study and illustrate your application of : <ol style="list-style-type: none"> syllabus content knowledge discipline-specific pedagogy learning goals that create achievable challenges a range of teaching strategies and resources student engagement and participation student feedback Explain and justify the quality assurance processes that relate to the design, development, marking and moderation of the selected summative task. 		
CRITERIA:	No.		Learning Outcome assessed
	1	Identify and apply geography curriculum and assessment knowledge	1 3
	2	Explain and justify data use, assessment, feedback, moderation and pedagogical decision making for a sequence of lessons	2 4
	3	Create communication using credible sources.	1 2 3 4

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

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

Please note: 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. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Bill Dodd, Mick Law, Iain Meyer, Phil O'Brien	2020	Jacaranda Senior Geography 2 for Queensland Units 3&4 3E EBookPLUS	Wiley & Sons Australia
Required	Rob Gilbert, Libby Tudball, Peter Brett	2019	Teaching Humanities & Social Sciences	Cengage AU
Recommended	Dodd, B., Law, M., Meyer, I., & O'Brien, P.	2019	Jacaranda Senior Geography for Queensland 1 Units 1 & 2 3E EBookPLUS	Wiley & Sons Australia

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. Bring Your Own Device (BYOD) is required for each lecture and tutorial session. Exams will be undertaken using a BYOD.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **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
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au