

## Course Outline

**Code: EDU359**

### **Title: Teaching Senior Secondary History**

<b>Faculty of:</b>	Science, Health, Education and Engineering
<b>School of:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2018
<b>Course Coordinator:</b>	Associate Professor Michael Christie Email: mchristi@usc.edu.au
<b>Course Moderator:</b>	Dr Margaret Marshman

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 explore the school subjects that reflect the nature of teaching history in the Queensland Senior Secondary History Curriculum. You will learn how to plan and teach effective senior secondary history learning sequences and use assessment that engages diverse learners. This course also develops your knowledge of contemporary approaches to teaching history, relevant syllabus documents, school based work programs and the various curriculum materials that impact upon the teaching of history.

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

- \* Queensland Senior history curriculum as devised by the Queensland Curriculum and Assessment Authority (hereafter QCAA)
- \* Curriculum planning and alignment of content, pedagogy and assessment for senior history
- \* Teaching and learning strategies for engagement in history
- \* Assessment and reporting practices in senior history
- \* Historical skills for senior secondary students
- \* Integrating resources including information and communication technologies (ICT) into the history curriculum
- \* Literacy and numeracy in senior history
- \* Embedding Aboriginal and Torres Strait Islander histories, culture and knowledges in the senior history curriculum.

#### **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 outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Demonstrate your applied knowledge of history content and the Senior Secondary History curriculum. Develop historical inquiry sequences, teaching and learning activities and assessment.]	1. Applied knowledge test	Creative and critical thinkers. Knowledgeable.
[Apply knowledge of teaching and learning strategies, including planning that supports the diversity of learners engaged in senior history.	2. Senior history teaching sequence and lesson plan presentation.	Creative and critical thinkers. Knowledgeable.
Apply understandings of the principles of assessment that measure senior students' progress in achieving standards of achievement in senior history and develop their skills in reporting processes.	3. Formative and Summative Assessing, Reporting and Communicating	Engaged. Creative and critical thinkers.
Apply knowledge and understanding of the nature of the discipline of history and contemporary approaches to the teaching of history in secondary schools.	2. Senior history teaching sequence and lesson plan presentation. 3. Formative and Summative Assessing, Reporting and Communicating	Engaged 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 AE304, ED315, UU301 or XU301 plus a History 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 students engaging in this course have undertaken tertiary history content courses that will be drawn upon within 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

This course provides early feedback to students in week 3. Students will undertake an applied knowledge test that they have helped formulate in the first two weeks. The test will be marked in class, in pairs. Opportunities for both peer and lecturer feedback will be provided in the second hour of the lecture/workshop session when the marking and discussion will take place.

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Applied knowledge test	Individual	20%	One hour multiple choice and short answer test	Week 3	In tutorial
2	Senior history learning sequence and lesson plan plus presentation	Individual	45%	Written: 1500 words plus presentation. Presentation	Written by 5pm, Friday, Week 5. Presentation TBA	Safe Assign In tutorial
3	Formative and Summative Assessment and Reporting	Individual	35%	2000 words	Friday 5 pm, Week 10	Safe Assign
			100%			

#### Assessment Task 1: Applied knowledge test

<b>Goal:</b>	The purpose of this task is to assess applied knowledge of the QCCA curriculum for senior secondary Modern or Ancient History syllabus.
<b>Product:</b>	A multiple choice and short answer test
<b>Format:</b>	<p>You are required to study the 2019 QCAA Modern and Ancient History General Senior Syllabuses and pass a multiple choice and short answer test in week 4 that covers the following topics:</p> <ul style="list-style-type: none"> <li>• Senior history curriculum</li> <li>• Sequencing lessons in a historical inquiry topic</li> <li>• Engagement of senior secondary learners</li> <li>• The place of Aboriginal and Torres Strait Islander knowledges and culture in the senior history curriculum</li> <li>• Endorsement, ratification and confirmation processes in senior history</li> </ul>
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Knowledge of History curriculum content;</li> <li>• Learning and teaching sequencing;</li> <li>• Assessment, feedback and reporting knowledge;</li> <li>• Organisation, scope and sequencing.</li> </ul>

**Assessment Task 2: Senior history teaching sequence and lesson plan presentation**

<b>Goal:</b>	The purpose of this task is to demonstrate your ability to develop a historical inquiry sequence, write a lesson plan that identifies a set of resources and teaching strategies that are connected to the lesson. Engage actively in a process of peer review of your own lesson and your colleagues.
<b>Product:</b>	Lesson sequence, lesson plan, and engagement in reflection
<b>Format:</b>	<p>Critically analyse the Senior History curriculum to identify an inquiry topic from Unit 1 of your chosen syllabus. Design a six-lesson learning sequence (based on a sample QCAA Teaching, Learning and Assessment Plan) for the inquiry topic. Your learning sequence must include the following components:</p> <ul style="list-style-type: none"> <li>• Rationale (introduce the inquiry topic and locate it in the 2019 syllabus)</li> <li>• Learning goals</li> <li>• Resources, including use of ICT to enhance learning</li> <li>• Considerations for diversity, including Aboriginal and Torres Strait Islander students and their histories</li> <li>• Considerations for differentiation for particular learner needs</li> <li>• Timely formative feedback mechanisms throughout the course, and evaluation of student data to inform teaching</li> <li>• Intended summative assessment tasks and conditions as specified in the syllabus</li> <li>• A statement of intended reporting of summative feedback to students and parents</li> </ul> <p>Develop a lesson plan for one lesson in the sequence that makes use of ICT, and includes considerations for diversity and differentiation.</p> <p>At the end of the lesson fill out a feedback sheet to critically evaluate your lesson plan and its implementation, while your colleagues also fill out the same feedback sheet about your lesson. The lecturer will also fill out a feedback sheet as part of your feedback.</p> <p><i>Formative feedback will be provided prior to submission.</i></p>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge of History content and curriculum documents in the learning sequence.</li> <li>2. Creation of effective teaching and learning strategies and resources in lesson plan.</li> <li>3. Use of resources, including ICT.</li> <li>4. Oral presentation skills to meet task requirements.</li> <li>5. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

**Assessment Task 3: Formative and Summative Assessment and Reporting**

<b>Goal:</b>	The purpose of this task is to demonstrate your understanding of summative and formative assessment, data storage and reporting in History in years 11 and 12.
<b>Product:</b>	Assessment item
<b>Format:</b>	<p>You are required to develop a source-based assessment task based on your selected inquiry topic from Task 2, which details summative methods of assessment and reporting. The assessment item should be presented as (i) a 'ready-for-use' summative assessment item with (ii) a set of accompanying notes.</p> <p>The assessment item:</p> <ul style="list-style-type: none"> <li>• must meet the principles of assessment and requirements of the QCAA with regard to assessment in Years 11 and 12 for Summative Internal Assessment 1 – Examination – Essay in response to historical sources</li> <li>• should be original, authentic and related to learning objectives;</li> <li>• include a cover sheet that articulates the conditions and features of the task for the students</li> <li>• provide a collection of historical sources (and associated materials relevant to the type of task) to be issued to students to complete the task</li> <li>• the actual question(s) students are required to answer set out in a test format relevant for the Examination – essay in response to historical sources.</li> <li>• should include a task-specific Criteria: rubric and standards statement.</li> </ul> <p>The accompanying notes (approximately 750 words) should include:</p> <ul style="list-style-type: none"> <li>• a statement of historical thinking demands of the task and how students will be supported to develop these skills</li> <li>• a statement of formative assessment strategies that precedes the summative assessment task</li> </ul>
<b>Criteria:</b>	<ol style="list-style-type: none"> <li>1. Knowledge of History curriculum and student learning needs in Years 11 and 12.</li> <li>2. Design of an authentic and original assessment tool that adheres to QCAA requirements.</li> <li>3. Applied knowledge of historical thinking skills to inform assessment</li> <li>4. A statement of formative assessment strategies</li> <li>5. A means of reporting to parents and carers</li> <li>6. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.</li> </ol>

**7. What are the course activities?****7.1 Directed study hours**

This course requires an overall time commitment of an average 12 hours of study per week. A blended learning approach is used to deliver this course. This course is delivered as a 2 hour lecture and a 2 hour tutorial equivalent each week.

**7.2 Course content**

<b>Week # / Module #</b>	<b>What key concepts/content will I learn?</b>
<b>Weeks 1-3</b>	Understanding the components of the Australian Senior Secondary Curriculum: Ancient History and Modern History
<b>Weeks 4-8</b>	Developing knowledge and skills about teaching senior History courses via microteaching exercise that demonstrates understanding and application of one's knowledge and skills.
<b>Weeks 9-10</b>	Developing knowledge and skills in assessing student learning in Senior Secondary History: Ancient /Modern

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)

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

*No set text. All students need to access curriculum documents on QSA/ACARA website.*

### 8.2 Specific requirements

Nil

## 9. Risk management

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 South Bank** - 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](mailto:studentcentral@usc.edu.au)

### 10.7 Faculty 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 1: Applied knowledge test	<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>2.2 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>2.4 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 non-verbal communication strategies to support student engagement.</p> <p>5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p> <p>5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>
Task 2: Senior history teaching sequence and lesson plan presentation	<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>3.1 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>
Task 3: Informal and Formal Assessment and Reporting	<p>3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student 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>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>5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</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>