Course Outline

Code: EDU742
Title: Teaching Senior Secondary History

School of: Education
Teaching Session: Semester 2
Year: 2019
Course Coordinator: Assoc. Professor Michael Christie
Course Moderator: 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 investigate the Senior Secondary History curriculum and pedagogies for inquiry and engagement in senior History classes. You will plan and create effective Senior Secondary History learning sequences, and use student data and assessment to respond to diverse learner needs. This course also deepens your knowledge of contemporary approaches and resources for 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 (Modern and Ancient) as devised by the Queensland Curriculum and Assessment Authority (QCAA)
- Curriculum planning and alignment of content, pedagogy and assessment for senior History
- Teaching and learning strategies for engagement of diverse learners 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*

*History curriculum may be substituted with Studies of Religion throughout this document for students with SOR as their second teaching area

2. What level is this course?
700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?
12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course you should be able to:</td>
<td>You will be assessed on the learning outcome in task/s:</td>
</tr>
<tr>
<td>Demonstrate applied knowledge of History content and the syllabus documents.</td>
<td>Task 1: Applied knowledge test Task 2: Teaching sequence and lesson plan, plus presentation</td>
</tr>
<tr>
<td>Implementation of effective teaching and learning strategies (including ICT), evidenced in historical inquiry sequences, lesson planning, and assessment.</td>
<td>Task 2: Learning sequence and lesson plan, plus presentation Task 3: Formative and summative assessment and reporting tool</td>
</tr>
<tr>
<td>Design assessment tools that measure senior students’ progress in achieving standards of achievement in Senior History and develop their skills in reporting processes.</td>
<td>Task 3: Formative and summative assessment and reporting tool</td>
</tr>
</tbody>
</table>

| Graduate Qualities or Professional Standards mapping |
| Completing these tasks successfully will contribute to you becoming: |
| Knowledgeable. Creative and critical thinkers. |
| Knowledgeable. |
| Creative and critical thinkers. Knowledgeable. |
| Creative and critical thinkers. |

*Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate criteria that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.*

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**

This course is only available to ED706 Master of Teaching (Secondary) students with a History teaching area.

5.2 **Pre-requisites**

Nil

5.3 **Co-requisites**

Nil

5.4 **Anti-requisites**

N/A

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

N/A
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**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Applied Knowledge Test</td>
<td>Individual</td>
<td>20%</td>
<td>1 hour multiple choice and short answer test</td>
<td>Week 3</td>
<td>In tutorial</td>
</tr>
<tr>
<td>2</td>
<td>Senior history learning sequence and lesson plan, plus presentation</td>
<td>Individual</td>
<td>45%</td>
<td>Written: 2500 words plus presentation</td>
<td>Written due 5pm Friday, Week 5. Presentations TBA</td>
<td>Safe Assign. Presentation in tutorial times.</td>
</tr>
<tr>
<td>3</td>
<td>Formative and summative Assessment and Reporting Tool</td>
<td>Individual</td>
<td>35%</td>
<td>2500 words</td>
<td>5 pm Week 10</td>
<td>Blackboard (Safe Assign)</td>
</tr>
</tbody>
</table>

Assessment Task 1: Applied Knowledge Test

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to assess applied knowledge of the QCCA curriculum for senior secondary Modern of Ancient History syllabuses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Applied knowledge test</td>
</tr>
</tbody>
</table>
| Format: | You are required to study the 2019 QCAA Modern and Ancient History General Senior Syllabuses and pass a multiple choice and short answer test that cover the following topics:  
  - Senior History curriculum and cognitive verbs  
  - Sequencing lessons in a historical inquiry topic  
  - Engagement of senior secondary learners through 21st Century approach  
  - The place of Aboriginal and Torres Strait Islander knowledges and culture in the Senior History curriculum  
  - **Diagnostic, formative assessment, moderation and reporting**  
  - Endorsement, confirmation and ratification processes in Senior History |
| Criteria: | 1. Knowledge of History curriculum content, including cognitive verbs;  
  2. Embedded literacy, numeracy, ICT and Aboriginal and Torres Strait Islander histories and culture;  
  3. Analysis of effective learning and teaching strategies.  
  4. Knowledge of assessment, feedback and reporting processes for History.  
  5. Demonstration of organisation, scope and sequencing skills.  
  6. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy. |
Assessment Task 2: Senior History learning sequence and lesson plan, plus presentation

**Goal:** The goal of this task is to demonstrate your ability to:

a) design a six-lesson learning sequence for historical inquiry, and
b) create a lesson plan that identifies a set of resources and teaching strategies that are connected to the lesson
c) teach a segment of the lesson to your peers for feedback

**Product:** Senior History teaching sequence and lesson plan, plus presentation

**Format:** Critically analyse the Senior History curriculum to identify an inquiry topic. 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:

- Rationale (introduce the inquiry topic and justify its existence in a senior work program)
- Learning goals and cognitive verbs
- Resources, including use of ICT to enhance learning
- Considerations for diversity, including Aboriginal and Torres Strait Islander students and their histories
- Considerations for differentiation for particular learner needs
- Timely formative feedback mechanisms throughout the course, and evaluation of student data to inform teaching
- Intended summative assessment tasks and conditions as specified in the syllabus
- A statement of intended reporting of summative feedback to students and parents
- Use of 21st Century skills

Develop lesson plan for one lesson in the sequence that makes use of ICT, and includes considerations for diversity and differentiation and teach a segment of that lesson.

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.

**Criteria:**

1. Knowledge of History content and curriculum documents in the learning sequence.
2. Creation of effective teaching and learning strategies and resources in lesson planning including cognitive verbs.
3. Use of resources, including ICT.
4. Oral presentation skills to meet task requirements through the use of 21st Century skills.
5. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

Formative feedback will be provided prior to submission.
Assessment Task 3: Formative and Summative Assessment and Reporting Tool

**Goal:** The goal of this task is to demonstrate your integrated understanding of summative and formative assessment, data storage and reporting in History in Years 11 and 12.

**Product:** Formative and Summative Assessment and Reporting Tool based on your selected Inquiry topic from task 2.

**Format:** You are required to develop a source-based assessment task Examination – essay in response to historical tasks 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.

The assessment item:

- 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
- should be original, authentic and related to learning objectives
- include a cover sheet that articulates the conditions and features of the task for the students
- provide a collection of historical sources (and associated materials relevant to the type of task) to be issued to students to complete the task
- the actual question(s) students are required to answer set out in a test format relevant for the category selected
- should include the Instrument Specific Marking Guide.

The accompanying notes (approximately 750 words) should include:

- a statement of the historical thinking demands of the task and how students will be supported to develop these skills
- a statement of diagnostic and formative assessment strategies that precedes the summative assessment task
- **Moderation strategies and purpose**

**Criteria:**

1. Knowledge of History curriculum and student learning needs in Years 11 and 12.
2. Design of an authentic and original assessment tool that adheres to QCAA requirements.
3. Applied knowledge of historical thinking skills to inform assessment
4. A statement of diagnostic and formative assessment strategies, moderation strategies and purpose
5. A means of reporting to parents and carers
6. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.

7. What are the course activities?

7.1 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. 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

<table>
<thead>
<tr>
<th>Week # / Module #</th>
<th>What key concepts/content will I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3</td>
<td>Understanding the components of the Australian Senior Secondary Curriculum: Ancient History and Modern History</td>
</tr>
</tbody>
</table>
Weeks 4-8 | Developing knowledge and skills about teaching senior History courses via microteaching exercise that demonstrates understanding and application of one’s knowledge and skills.
---|---
Weeks 9-10 | 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)**

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
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- 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

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

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

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<th>Assessment Task</th>
<th>Australian Professional Standards for Teachers (Graduate)</th>
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<td>Task 1: Applied knowledge test</td>
<td>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.</td>
</tr>
<tr>
<td></td>
<td>2.2 Organise content into an effective learning and teaching sequence.</td>
</tr>
<tr>
<td></td>
<td>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.</td>
</tr>
<tr>
<td></td>
<td>2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
</tr>
<tr>
<td></td>
<td>3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
</tr>
<tr>
<td>Task 2: Senior history learning sequence and lesson plan plus presentation</td>
<td></td>
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<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| 1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.  
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.  
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.  
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 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.  
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.  
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.  
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.  
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.  
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.  
4.2 Demonstrate the capacity to organize classroom activities and provide clear directions.  
4.5 Demonstrate an understanding of the relevant issues and strategies available to support the safe and responsible use of ICT in learning and teaching.  
|
| Task 3: Formative and Summative Assessment Reporting Tool |  
|---|---|
| 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.  
5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.  
5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.  
5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.  
5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.  
|
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.
Overview of the Master of Teaching (Secondary) Program

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<td>EDU765 Professional Experience: Orientation to the Profession</td>
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<td>First two curriculum courses</td>
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<th>Phase 2 - Enhancing professional knowledge and skills:</th>
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<td>EDU712 Diversity and Inclusion</td>
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<td>EDU713 Individual Learner Needs</td>
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<td>EDU715 Literacy and Numeracy across the Curriculum</td>
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<td>EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning</td>
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<tr>
<td>EDU766 Assessing Learning</td>
</tr>
<tr>
<td>EDU714 Professional Experience: Managing Learning Environments</td>
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<tr>
<td>Second two curriculum courses</td>
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<tr>
<th>Phase 3 - Synthesis of professional knowledge in practice and research:</th>
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<td>EDU718 Teacher as Researcher</td>
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<tr>
<td>EDU719 Teacher as Global Practitioner</td>
</tr>
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<td>EDU720 Professional Experience: The Professional Teacher</td>
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