EDST6920

Ancient History Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.

In this course, you will begin to learn how to teach Ancient History in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

Course Learning Outcomes

1. Identify foundational aspects and structure of the NSW K-10 History Syllabus and the depth of subject and pedagogical knowledge, including current issues, required to implement the syllabus and demonstrate the role of History in the broader school curriculum
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan, differentiate and teach effective lessons to engage all students, address relevant syllabus outcomes, ensure a safe learning environment, embed Aboriginal and Torres Strait Islander Histories and Cultures in History, assist and enhance development of literacy and numeracy
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1,2
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1,2
1.4.1	Demonstrate broad knowledge and understanding of the impact of	1,2

	culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	1,2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	1,2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1,2
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1,2
3.4.1	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	1,2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1,2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1,2
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,2
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1,2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1,2

National Priority Area Elaborations

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

Teaching Strategies

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 *K-10 History Syllabus* documents. 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, including embedding Aboriginal and Torres Strait Islander histories and cultures.

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.
- Peer teaching in a simulated classroom setting.

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

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Stage Four (4) Lesson Plan	40%	Thursday 24/3/2022	1, 2, 3, 4
2. Stage Five (5) Unit of Work	60%	Thursday 28/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Stage Four (4) Lesson Plan

Due date: Thursday 24/3/2022

Plan and design one 60-minute lesson for a mixed-ability Stage 4 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group?
- support your rationale using references indicating your professional reading?
- choose appropriate outcomes and lesson content?
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan?
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Feedback is provided via Moodle within two weeks of the submission date. Feedback is aligned to the rubric for each assessment.

Assessment 2: Stage Five (5) Unit of Work

Due date: Thursday 28/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit must include the following across the five lessons:

- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

Feedback is provided via Moodle within two weeks of the submission date. Feedback is aligned to the rubric for each assessment.

RUBRIC/FEEDBACK SHEET
EDST6920 ANCIENT HISTORY METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Stage Four (4) Lesson Plan

Specific Criteria	(-)——————————>(+)				
Understanding of the question or issue and the key concepts involved • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in History teaching and the NSW syllabus					
Depth of analysis and critique in response to the task • ability to plan and assess for effective learning by designing a detailed lesson on the given proforma using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • the lesson effectively plans for teaching and learning within a comprehensive high school setting and includes appropriate differentiation strategies • lesson plan, structure and resources link to syllabus topics and outcomes • rationale shows evidence of analysis of syllabus and pedagogical requirements					
Familiarity with and relevance of professional and/or research literature used to support response • rationale and lesson plan specifically linked to material, research and ideas presented in History method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity					
Structure and organisation of response					

Specific Criteria	(-)———————————>(+)				
• rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning					
Presentation of response according to appropriate academic and linguistic conventions • lesson plan and rationale meet appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Recommended: **/20 (FL PS CR DN HD)**   **Weighting:**   **40%**

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

RUBRIC/FEEDBACK SHEET
EDST6920 ANCIENT HISTORY METHOD 1
UNSW SCHOOL OF EDUCATION

Assessment Task 2: Stage Five (5) Unit of Work

Specific Criteria	(-)—————————>(+)				
Understanding of the question or issue and the key concepts involved • Demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 4 • Demonstrate clarity and accuracy in use of key terms and concepts in History teaching • Demonstrates knowledge and understanding of NSW History Syllabus options for Stage 4 • Demonstrate clear links to syllabus outcomes • Demonstrate coherence between syllabus outcomes and chosen strategies					
Depth of analysis and critique in response to the task • Demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 4 • Demonstrate ability to plan specific lessons for History teaching and learning experiences • Demonstrate awareness of diverse social, ethnic, cultural and religious backgrounds of students • Demonstrate knowledge of resources to engage and extend students					
Familiarity with and relevance of professional and/or research literature used to support response • Make specific reference to material, research and ideas presented in History method lectures, readings, prescribed texts and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity					

Specific Criteria	(-)——————————————>(+)				
Structure and organisation of response • Rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning					
Presentation of response according to appropriate academic and linguistic conventions • Unit outline and rationale meet appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Recommended: 　/20 (FL PS CR DN HD) 　　**Weighting:** 　　60%

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 contextualise and/or amend these specific criteria. <u>The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.1. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when course are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face to face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found here.

Course Schedule

View class timetable

Timetable

Date/Module	Type	Content
Week 1 (16th February): Introduction	Lecture	- Introduction - Stages 4 & 5 in the History K–10 Syllabus - Overview & Depth Study - Programming Stages 4 & 5
	Tutorial	- Discussion: Course Outline, expectations & assessment requirements - Comparing Stages 3, 4 and 5 - Group Work: Designing Scope and Sequences
Week 2 (23rd February): Lesson Planning	Lecture	- Setting challenging learning goals - Planning meaningful lessons - Physical, social and intellectual development of students and how this affects their engagement in learning
	Tutorial	- Discussion: how do students actually learn? - Lesson plan modelling and analysis - Workshopping strategies for developing explicit learning goals
Week 3 (2nd March): Historical Thinking	Lecture	- Historical Thinking - Historical Inquiry - How to structure instructions, questioning and transitions between activities
	Tutorial	- Reading and analysis - Discussion: how do students demonstrate historical thinking skills? - Workshopping strategies for teaching students to evaluate digital sources

Week 4 (9th March): Skills and Concepts	Lecture	• Teaching skills in Stage 4 History • Embedding concepts in Stage 4 History
	Tutorial	• Analysis of the Skills and Concepts Continuums • Groupwork: designing meaningful lesson activities
Week 5 (16th March): Assessment	Lecture	• Types of assessment • Embedding assessment in Stage 4 History
	Tutorial	• Discussion: what is the best way to scaffold assessment tasks? • Workshopping feedback strategies • Groupwork: designing and using marking criteria • Analysis of sample history assessments • Microteaching
Week 6 (23rd March): Differentiation	Lecture	• What is differentiation? • Promoting inclusive student participation and engagement in the classroom
	Tutorial	• Discussion: what is the difference between adjustments and modifications? • Individual activity: differentiation for students with additional needs • Microteaching
Week 7 (30th March): Units of Work	Lecture	• Mapping skills, concepts, outcomes and activities • Sequencing content across lessons within a unit of work
	Tutorial	• Groupwork: Designing a meaningful unit of work • Discussion: How often should I incorporate ICT? • Microteaching
Week 8 (6th April): Sources and Evidence	Lecture	• Sources in Stage 4 and 5 History • Ancient sources • Strategies for teaching source analysis
	Tutorial	• Discussion: How do I choose appropriate sources for students to analyse? • Resource analysis: usefulness and reliability vs. value and limitations • Groupwork: designing source analysis activities
Week 9 (13th April -	Lecture	• Student-centred learning activities

asynchronous): Teaching and Learning		• Communication (writing, designing, sharing) • ICT
	Tutorial	• Analysing teaching and learning activities • Activity: using ICT to engage students
Week 10 (20th April): NO CLASS		
Week 11 (27th April): Indigenous Perspectives	Lecture	• How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students in Ancient History • Teaching Aboriginal and Torres Strait Histories
	Tutorial	• Discussion: How can I best incorporate Indigenous perspectives in Stage 4 History? How can I tackle issues like the Dark Emu debate? • Discussion: How do I preparing for Professional Experience 1? • myExperience survey

Resources

Prescribed Resources

Essential documents students must be familiar with:

- NESA (2012) *NSW History K-10 Syllabus (*Stages 4 and 5)
- NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW

Recommended Resources

Further Reading

- Allender, T., Clark, A. & Parkes, R. (2019) *Historical Thinking for History Teachers: A new approach to engaging students and developing historical consciousness.* A&U Academic, Melbourne.
- 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.
- Breakstone, J. et al. (2018) 'Teaching Students to Navigate the Online Landscape' in *Social Education*, vol. 82, no. 4, pp. 219-221.
- Clark, A. (2008) *A Comparative Study of history Teaching In Australia and Canada,* Monash University.
- Ercikan, K. & Seixas, P. (eds.) (2015) *New Directions in Assessing Historical Thinking.* Routledge.
- Gibbons, P. (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom.* Heinemann, Portsmouth.
- Harrison, N. (2008) *Teaching and Learning in Indigenous Education.* Oxford University Press, Melbourne.
- Henderson, R. (2012) *Teaching Literacies: Pedagogies and Diversity in the Middle Years.* Oxford University Press, Melbourne.
- Levesque, S. (2008) *Thinking Historically: Educating Students for the 21st Century,* University of Toronto Press, Toronto.
- 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.
- Seixas, P. & Morton, T. (2013) *The Big Six Historical Thinking Concepts*, Nelson College Indigenous.
- Seixas, P. (2001) *Knowing, Teaching and Learning History: National and International Perspectives,* New York University Press.
- Tarr, R. (2016), *A History Teaching Toolbox,* Createspace
- Taylor, T. et al. (2000) *The Future of the Past*, Victoria: Faculty of Education, Monash University.
- Taylor, T. & Young, C. (2003) *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation.
- Wineburg, S. (2001) *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Temple University Press.

Websites

- [History Teachers Association of NSW](#)
- [Stanford History Education Group](#)

Journals

- *Teaching History*, Journal of the History Teachers' Association of NSW

Course Evaluation and Development

Student feedback has led to changes in the course schedule. In particular, more time will be spent deconstructing historical thinking concepts.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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