

Assignment Cover Sheet

(Complete and attach to your assignment)

Surname: Wang

Given name: Ted

Student ID: 300304414

Course Code: TCHG234

Course Title: Engaging Learners in Society

Course Coordinator: Mike Taylor

Tutor name/ Group Number:

(Please select
one)

☐ Online

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Assignment Number and Title:

Assignment 2

Word count: 1445

☒ **Assignment**

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Due Date: 9/05/17

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In submitting this assignment I declare that this piece of work is my own and that all sources of information have been acknowledged and referenced.

Student's Signature: Ted Wang

Date: 9/05/17

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Assignment Received:

The learning experiences I have identified are not sequentially connected however, they are part of the same unit.

The first learning experiences the class will have is mid-way through the unit. The students will inquire about either the Electoral College system (United States) or the First Past the Post system (New Zealand) (decided upon by the class). This experience is from the “finding out information” to “exploring values and perspectives” stages in the inquiry cycle. The outcomes from this learning experiences is that students will be able to know about an election process that happens every few years around them. Students will be looking at the values, and policies various parties have and create their own party based on values they agree with as a group. The students will look at the importance of how different policies affect different socio-economic groups for example specific policies that help university students and low-income families compared to successful business owners with huge profits. Students are given the opportunity to develop their social sciences outcomes (Aitken, G., & Sinnema, C. 2008) through making their own party within the classroom but finding currently standing policies and adapting them towards their view point of what’s good. Through this inquiry process students are able to have an authentic version of a social issue in a scale that is more understandable, and relatable to year 9 and 10 students. This allows students to become familiar with how elections work not only through research but through a process of creating a government party with authentic policies put in place for their school mates to vote in. This learning experience is spread over a few weeks. To support the student’s progression in this learning experience, we will look at the latest election in United States as well as the up incoming elections in New Zealand. Students will do activities such as expert jigsaws, where they are given the opportunity to have student lead discussions and ako within the classroom. The use of ako creates a foundation in which whanaungatanga can be built as students will be working collaboratively with each other. By having the students teach their classmates this will allow students to think about their own learning and create natural checkpoints for self-reflection. Through this learning experience students will build their knowledge in most of the key

competencies stated in the New Zealand curriculum. Students will be managing themselves and their party as students have the power in their mini-election. They will have to make policies directed at their audience, as well as the possibility of coalition of other parties, this introduces the key competency of relating to others and thinking. How each student participates in their own groups and contributes to the election will be up to themselves. They will also learn the use of appropriate language or symbols used when campaigning. Assessment in this learning experience will be carried throughout sessions through presentations of their policies/parties, self-reflection and peer-reflection that will allow feedback and feedforward for the learner. Overall how well the students work together to create their parties and have discussions with the group will be carried out throughout the lesson and these will be used way to carry out formative assessment.

The second learning experience will have the students physically see and view the inner workings of the New Zealand government by having a guided tour and workshop in the Beehive and Parliament building in Wellington. The outdoor education trip not only a great way for students to learn visually but also a great way to improve motivation in students learning. This is because students can relate to what they have been doing at school to real-world situations. Social sciences have always been about using knowledge for problems in authentic real-world situations. This learning experience is different from the first learning experience as it is a learning experience spread over one day. This experience will allow students to specifically know how policies are created and put into law or legislation through the numerous steps in New Zealand government. Some possible content students will learn about are; Parliamentary house, debating chamber, legislative council chamber and the select committee rooms. Students will be also given opportunity to develop the key competencies of thinking, participating and contributing, and using language, symbols and texts through the workshop. They will be able to think critically about the way it works in New Zealand and relate it to their school election. Students can be assessed on their learning in this learning experiences through an information treasure hunt during the workshop, we can use this

a way of understanding how much information they have gathered then use Kahoot! With real nicknames to have a summative and formative assessment of their knowledge.

The learning experience will involve the topics; government, election, politics, and society which is related to the overarching NZC level 5 achievement objective; “Understand how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system”. This learning experience is set for a curriculum level 5 class, which is year 9 and 10 students as it gives the opportunity to have student lead approach to learning. This learning experience also supports the twin goals of social studies education stated by Barr (1998), understanding the world and effective participation as a citizen. Students are able to understand the world of election and how voting works and learn how to be an effective citizen who participates in elections by know how to read policies and who they are for. This also links with the New Zealand curriculum of learning how to be “critical, active, informed, and responsible citizens.” (Ministry of Education, 2008).

The resource I will analyze can be obtained as a hard copy or as an electronic copy through this website (<https://www.parliament.nz/en/visit-and-learn/teachers-and-students/resources/>). This resource package is rich with activities, teacher guides for primary and secondary level students which introduce students to the work of Parliament and explore concepts of democracy, representation and leadership with relevant links to the curriculum, as well as a teachers planning framework, a guide in creating your own bill and a virtual tour. This resource package not only is available in English but translated to Te reo Māori to help with bilingual learners and teachers who need support in setting up for success for learners who will find this difficult. This resource is very good as it links all learning to curriculum levels and curriculum areas including social sciences. This resource package will be my primary go to resource in terms of planning, content and extra guidance when teaching this inquiry. This resource package links perfectly with my teaching style as it has possible role-play lessons in debating, a crucial concept in elections – aligning well with English as a

cross-curricular activity. My pedagogical approach is of collaboration nature, where students are interacting, and contributing to each other's learning.

The way the lesson experience is planned using the resource stated is to promote motivation in student learning, this is done so through student lead choices, students will also feel more in control of their learning will feel more motivated to learn as stated as Hogan (1997) where they found motivation levels increased when students were at the front end of teaching which is directly correlated to achievement. Through collaborative work, having students to be able to cooperate and talk to each other on their ideas will help promote motivation into the students. Powell, K. C., & Kalina, C. J. (2009) shows that collaborative learning increases students motivations in the classroom which has a positive correlation to academic achievement. Bringing technology motivates students in learning (Niess, M. L. 2005) as I will be teaching 21st century learners the use of Kahoots! Or the virtual tour. Furthermore, motivation can extend learner's academic achievement found by Nichols, J. D., & Hall, N. (1995).

References

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