UNSW Course Outline

EDST1143 Foundations of History and Geography in Education - 2024

Published on the 29 Jan 2024

General Course Information

Course Code : EDST1143
Year : 2024
Term : Term 1
Teaching Period : T1
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This unit is designed to develop your content knowledge that underpins the teaching of Human
Society and its Environment. As a pre-service teacher you will engage with the necessary
knowledge of Australian history and geography from a personal, local, national and global

perspective as well as engaging with Aboriginal and Torres Strait Islander history and culture. You will develop content knowledge on the complex factors that have shaped Australia as a nation including British colonisation and Indigenous peoples, the development of democracy and migration. You will investigate Australia's identity through geographical concepts including place, environment, sustainability and change. You will also develop an understanding of geography as an interaction of people, places and environments across a range of scales. In this course you will develop knowledge of the skills required to acquire, process and communicate geographical information in order to understand their role as responsibly informed global citizens. Particular emphasis will be placed on developing the skill of inquiry learning and being able to evaluate sources of data both primary and secondary as being reliable, identify bias and different perspectives, critically analyse findings and draw and present conclusions using the appropriate contextual language in a range of communication forms.

Course Aims

This unit aims to develop pre-service teachers' content knowledge that underpins the teaching of Human Society and its Environment in the primary curriculum.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate a sound knowledge and appreciation of the complex factors that have shaped and continue to shape Australia as a nation historically
CLO2 : Demonstrate a sound knowledge and understanding of Australia's identity through geographical concepts including place, environment, sustainability and change
CLO3 : Evaluate data and information for reliability and bias, represent data and information in appropriate forms, interpret data and information gathered, analyse findings and results, draw conclusions, analysis and use of sources
CLO4 : Engage with issues at a personal, local, national and global level as active and responsible global citizens
CLO5 : Understand primary-school aged children's knowledge and skills development in learning about Australian history and geography

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate a sound knowledge and appreciation of the complex factors that have shaped and continue to shape Australia as a nation historically	• Digital Portfolio
CLO2 : Demonstrate a sound knowledge and understanding of Australia's identity through geographical concepts including place, environment, sustainability and change	• Digital Portfolio
CLO3 : Evaluate data and information for reliability and bias, represent data and information in appropriate forms, interpret data and information gathered, analyse findings and results, draw conclusions, analysis and use of sources	• Report
CLO4 : Engage with issues at a personal, local, national and global level as active and responsible global citizens	• Report
CLO5 : Understand primary-school aged children's knowledge and skills development in learning about Australian history and geography	• Report

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching Strategies

Course content will be covered in lectures, online asynchronous activities and independent

reading. The course combines a range of teaching and learning activities including asynchronous

lectures, synchronous weekly tutorials and online discussion activities.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures, and languages.	1, 2

NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	2, 24	1
C	Information and Communication Technologies.	3, 6, 10	1, 2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Digital Portfolio Assessment Format: Individual	40%	Due Date: See Moodle
Report Assessment Format: Individual	60%	Due Date: See Moodle

Assessment Details

Digital Portfolio

Assessment Overview

1600 words. Creation of a digital portfolio to explain (1) the factors that have shaped and

continue to shape Australia as a nation historically, (2) Australia's geographical identity and environment.

Feedback provided via LMS.

<u>Course Learning Outcomes</u>
- CLO1 : Demonstrate a sound knowledge and appreciation of the complex factors that have shaped and continue to shape Australia as a nation historically
- CLO2 : Demonstrate a sound knowledge and understanding of Australia's identity through geographical concepts including place, environment, sustainability and change

<u>Detailed Assessment Description</u>
- Preservice teachers justify the selection of materials and evaluate them for reliability and validity.
- The portfolio must include digital sites that contain content information appropriate for teachers and innovative sites that enhance student learning.
- The portfolio must include material on how past and present government policies have impacted Aboriginal and Torres Strait Islander Peoples.

<u>Assessment Length</u>

1600 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST1143 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Digital Portfolio

Specific Criteria	Fail ------- > High Distinction
Understanding of the question or issue and the key concepts involved • Understanding of the key factors that have shaped Australia as a nation • Identifying sites appropriate for both teachers and students • Identifying sites that demonstrate impact of policies on Aboriginal and Torres Strait Islander Peoples	
Depth of analysis and critique in response to the task • Depth of analysis when analysing materials for reliability • Depth of analysis when analysing materials for validity	
Familiarity with and relevance of professional and/or research literature used to support response • Selection and use of relevant reference and research literature for analysis of portfolio materials	
Structure and organisation of response • Appropriate structure and organisation of the report writing genre when justifying and evaluating portfolio content	
Presentation of response according to appropriate academic and linguistic conventions • Accurate use of standard academic Australian English writing convention including grammar and punctuation • 7th APA referencing style	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass

mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Report

Assessment Overview

2400 words. Pre-service teachers source primary and secondary information about a controversial global and national historical event; local community issue and an environmental issue. Pre-service teachers evaluate these sources of information for reliability, bias and perspectives; and draw conclusions about the sources of data.

Feedback provided via LMS.

Course Learning Outcomes

- CLO3 : Evaluate data and information for reliability and bias, represent data and information in appropriate forms, interpret data and information gathered, analyse findings and results, draw conclusions, analysis and use of sources
- CLO4 : Engage with issues at a personal, local, national and global level as active and responsible global citizens
- CLO5 : Understand primary-school aged children's knowledge and skills development in learning about Australian history and geography

Detailed Assessment Description

- The controversial history, community and environmental issues can be historical or current.
- At least four sources of data should be sourced for each event.
- At least one source for each issue must be a digital source.

Assessment Length

2400 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST1143 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Report

Specific Criteria	Fail -------- > High Distinction
Understanding of the question or issue and the key concepts involved • Demonstration of understanding of primary and secondary sources	
Depth of analysis and critique in response to the task • Depth of analysis when analysing primary and secondary sources in terms of reliability • Depth of analysis when analysing primary and secondary sources in terms of validity • Depth of analysis when analysing primary and secondary sources in terms of bias • Depth of analysis when analysing primary and secondary sources in terms of perspective	
Familiarity with and relevance of professional and/or research literature used to support response • Selection and relevance of literature to support conclusions	
Structure and organisation of response • Appropriate structure and organisation of the report writing genre when analysing sources and reporting on conclusions	
Presentation of response according to appropriate academic and linguistic conventions • Accurate use of standard academic Australian English writing convention including grammar and punctuation • 7th APA referencing style	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: 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. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	• Significant historical events that have shaped Australia as a nation: The impact of colonisation Game changers i.e., the gold rush
	Tutorial	• Analysis of significant events • Discussion based on Week 1 readings
Week 2 : 19 February - 25 February	Lecture	• Factors affecting the changes of Australia as a nation: Federation and democracy Migration Actions and policies impacting Aboriginal Peoples and Torres Strait Islander Peoples
	Tutorial	• The cause and effects of changes on Australian society • Discussion based on Week 2 readings
Week 3 : 26 February - 3 March	Lecture	• People, places, and environment: Geography Interconnections between people and the environment Diverse characteristics of places and environments Factors that change environments
	Tutorial	• How people change the natural environment • Ways people influence the characteristics of places • Class discussion based on Week 3 readings
Week 4 : 4 March - 10 March	Lecture	• Culture, diversity, and value: The diversity of the world's people Similarities, differences and the importance of intercultural understanding
	Tutorial	• Indigenous people of the world • Connections shape perceptions
Week 5 : 11 March - 17 March	Lecture	• Self, others, and the community: Features of local communities Diversity of local communities
	Tutorial	• The role of diversity in local communities • Events and people shape communities • Discussion based on Week 5 readings
Week 6 : 18 March - 24 March	Lecture	• Flexibility Week - Asynchronous • Children's study of time, continuity, and change: Why communities change Causes of change
	Tutorial	• Asynchronous • How communities have changed over the years • Class discussion based on Week 6 readings
Week 7 : 25 March - 31 March	Lecture	• Global connections: Australia's global connections Good global citizens
	Tutorial	• Economic, political, demographic and social connections • Australia has with other countries • Class discussion on Week 7 readings
Week 8 : 1 April - 7 April	Lecture	• Evaluating information sources and data: Primary and secondary sources of data Origin, audience, content, purpose, reliability, usefulness, authenticity
	Tutorial	• Analysis of primary and secondary sources of data • Class discussion on Week 8 readings
Week 9 : 8 April - 14 April	Lecture	• Acquiring and representing data: Tables, graphs, mapping Interpreting data
	Tutorial	• Identifying patterns and drawing conclusions • Class discussion on Week 9
Week 10 : 15 April - 21 April	Lecture	• Course consolidation: children's learning and the subject content knowledge of History and Geography for the primary curriculum
	Tutorial	• Class discussion of Week 10 readings and lecture content • Preparation for assessment 2

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate

coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Required text

- Seefeldt, C., Castle, S., & Falconer, R.C. (2014). *Social studies for the preschool/primary child*. (9th ed.). Pearson.

Recommended Resources

Recommended readings

- Buchanan, J. (2013). *History, geography and civics: teaching and learning in the primary years*. Great Britain: Cambridge University Press.
- Gilbert, R., & Hoepper, B. (Eds) (2019). *Teaching humanities and social sciences: History, geography, economics and citizenship in the Australian curriculum* (7th ed.). Cengage Learning.
- Green, D. & Price, D. (2019). *Making the humanities and social sciences come alive: Early years and primary education.* Cambridge University Press.
- Macintyre, S., Atkinson, A., Lake, M., Pons, X., & Macintyre, S. (2020). *A concise history of Australia* (5th ed.). Great Britain: Cambridge University Press.
- Murdoch, K. (2015). *The power of inquiry.* Seastar Education.
- Reynolds, R. (2019). *Teaching humanities and social sciences in the primary school* (4th ed.). Oxford University Press.
- Taylor, T., Fahey, C., Kriewalt, J., & Boon, D. (2018). *Place and time: Explorations in teaching history and geography* (2nd ed.). Pearson Australia.

Recommended websites

- www.gtansw.org.au
- https://peo.gov.au
- www.sl.nsw.gov.au/learning/what-history-guide-primary-teachers

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Rima Leas		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

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).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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.

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education