



## UNSW Course Outline

# EDST6722 Society and Culture Method 1 - 2024

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## General Course Information

Course Code : EDST6722

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 : Postgraduate, Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

*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 Society and Culture 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

Course Learning Outcomes
CLO1 : Identify foundational aspects and structure of the NESA Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
CLO6 : Practise the ethical and professional values expected of teachers

Course Learning Outcomes	Assessment Item
CLO1 : Identify foundational aspects and structure of the NESA Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>
CLO6 : Practise the ethical and professional values expected of teachers	<ul style="list-style-type: none"> <li>• Lesson plan</li> <li>• Unit of work outline</li> </ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

EDST6722, Society and Culture Method 1, focuses on the aims, objectives and outcomes that underpin the teaching and learning of Society and Culture in NSW secondary schools.

- The course will provide opportunities for pre-service teachers to develop the skills of a reflective classroom practitioner and knowledge of DET and BoS documents and requirements.
- There will be continuing opportunities for students to engage in discussion and demonstration of best practice in the teaching and learning of Society and Culture.
- Lectures will provide an introduction to aspects of educational psychology relevant to the cognitive and affective development of adolescents.
- Lectures and tutorials will include an overview of classroom management theories and practices.
- In tutorials students will gain practical experience in programming and lesson planning.
- Students will be introduced to a variety of teaching strategies.
- Students will have experience working collaboratively and in small group situations.

# Other Professional Outcomes

## 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 culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1,2
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 the content and teaching strategies of the teaching area.	1,2
2.2.1	Organise content into an effective learning and teaching sequence.	1,2
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 Torres strait Islander histories, cultures, and languages.	2
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	*
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 abilities and 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
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
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.	2
	* Covered during the course	

## NATIONAL PRIORITY AREA ELABORATIONS

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education.	4,7	1,2
B	Classroom Management.	1	1
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	2
F	Teaching Students from Non-English-Speaking Backgrounds.	4-5	2

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Lesson plan	40%	Due Date: 22/03/2024 05:00 PM
Unit of work outline	60%	Due Date: 19/04/2024 05:00 PM

## Assessment Details

### Lesson plan

#### Assessment Overview

Plan and design one 60-minute lesson for a Stage 6 Preliminary class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

### Course Learning Outcomes

- CLO1 : Identify foundational aspects and structure of the NESA Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus
- CLO2 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CLO3 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CLO6 : Practise the ethical and professional values expected of teachers

### Detailed Assessment Description

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.

- 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?
- Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

You will be marked on your ability to:

- 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.

### Assessment Length

2000 words

### Assessment information

RUBRIC/FEEDBACK SHEET

## Assessment Task 1: Lesson Plan

Specific Criteria	Fail ----- > High Distinction
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• clarity and accuracy in use of key terms and concepts in Society and Culture teaching</li> <li>• lesson content reflects understanding of the learning needs of the specific class</li> </ul>	
Depth of analysis and critique in response to the task <ul style="list-style-type: none"> <li>• 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</li> <li>• lesson plan, structure and resources consistently link to syllabus topic and outcomes, and show evidence of subject knowledge</li> </ul>	
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> <li>• reference specifically made to material, research and ideas presented in Society and Culture 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</li> </ul>	
Structure and organisation of response <ul style="list-style-type: none"> <li>• rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategy</li> <li>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning</li> <li>• differentiation strategy clear and explicit in lesson</li> </ul>	
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> <li>• lesson plan and reflection meet appropriate academic and linguistic conventions</li> </ul>	
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.

## **Unit of work outline**

### **Assessment Overview**

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

### **Course Learning Outcomes**

- CL01 : Identify foundational aspects and structure of the NESAs Society and Culture Syllabus and the depth of subject knowledge required to implement the syllabus
- CL02 : Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
- CL03 : Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
- CL04 : Select appropriate resources, including ICT, to engage students and expand learning opportunities
- CL05 : Design and evaluate formative assessment strategies and use assessment information to improve learning
- CL06 : Practise the ethical and professional values expected of teachers

### **Detailed Assessment Description**

In the rationale:

- 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.



Include in your unit outline:

- 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.

You will be marked on your ability to:

- provide a comprehensive rationale
- select and develop appropriate activities
- communicate in clear, standard Australian English.

**Assessment Length**

3000 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST6722 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Unit of Work Outline

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research, and practice</li> <li>• clarity and accuracy in use of key terms and concepts in unit planning</li> <li>• design of a unit outline which demonstrates an ability to differentiate the curriculum to cater for diverse learning approaches and needs where appropriate</li> <li>• essential components integrated effectively into unit of work</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act</li> <li>• unit of work reflects clear understanding of syllabus and pedagogical requirements and displays knowledge of ICT and literacy strategies, and sequences lessons appropriately</li> <li>• teaching strategies and resources are varied and appropriate for Stage 6 Preliminary course, and reflect subject knowledge</li> </ul>	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> <li>• reference specifically to material, research and ideas presented in Society and Culture method lectures, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity, which is acknowledged in bibliography</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• rationale linked to syllabus outcomes and content and explains unit content and teaching strategies</li> <li>• demonstration of knowledge, respect and understanding of the social, ethnic, cultural, and religious backgrounds of students where appropriate, and how these factors may affect learning</li> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• unit of work meets appropriate academic and linguistic conventions</li> </ul>	
General comments/recommendations for next time:	
<p>Lecturer: Recommended: /20 (FL PS CR DN HD)</p>	<p>Date: Weighting: 60%</p>
<p>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.</p>	

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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 \(unsw.edu.au\)](https://www.unsw.edu.au/school-of-education/policies-and-procedures).

### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<ul style="list-style-type: none"> <li>• Introduction to Society and Culture &amp; The Social and Cultural World I Where does it fit in HSIE? Syllabus orientation and key elements Social and Cultural literacy Teaching the concepts Qualitative and quantitative research Teaching ethical research</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: Ice-breaker games and team-building activities Think, pair, share Visible Thinking Routines</li> <li>• Moodle Extension: Outline your teaching philosophy (include why you want to teach HSIE subjects). Compile a comprehensive list of attributes of what you think makes a good Stage 6 teacher. Refer to external sources and contemporary practices. Maximum 500 words. Develop a teaching and learning resource for one of the research methods you found more difficult to understand.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp5-17, 24-25</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 2-10 &amp; 24-33</li> <li>• Visible Thinking Routines <a href="https://pz.harvard.edu/thinking-routines">https://pz.harvard.edu/thinking-routines</a></li> </ul>
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> <li>• The Social and Cultural World II Consolidation of concepts and research methods Nature of the social and cultural world Looking in/looking out: exploring the social and cultural world of a different cultural group Thinking about Assessment Task 1</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: Visible Thinking Routines Blooms taxonomy of questions Thinkers Keys Deconstruction of work samples - Assessment Task 1</li> <li>• Moodle Extension: Locate and use a relevant newspaper article. Develop a list of 7-8 questions for the article, based on the revised Blooms taxonomy of questions. How will you assess for learning? Maximum 200 words. Mind-map/planning Assessment Task 1.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 26-29</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 34-42</li> <li>• Visible Thinking Routines <a href="https://pz.harvard.edu/thinking-routines">https://pz.harvard.edu/thinking-routines</a></li> <li>• Thinkers Keys <a href="https://www.thinkerskeys.com/thinkerskeys/">https://www.thinkerskeys.com/thinkerskeys/</a></li> <li>• Digital Blooms Taxonomy <a href="http://www.ccconline.org/wp-content/uploads/2013/11/Churches_2008_DigitalBloomsTaxonomyGuide.pdf">http://www.ccconline.org/wp-content/uploads/2013/11/Churches_2008_DigitalBloomsTaxonomyGuide.pdf</a></li> </ul>
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> <li>• Personal and Social Identity I: Personality, identity and agents of socialisation The nature/nurture debate Adolescence</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: Development of teaching and learning resources Lesson planning</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 26-29</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 2-42</li> <li>• Lesson planning <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-lesson">https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/planning-a-lesson</a></li> </ul>
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> <li>• Personal and Social Identity II: Theories about understanding the physical and social self Embedding literacy</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: Interactive posters Literacy strategies How to collect evidence for formative assessment How to use evidence from Lesson A to design Lesson B How to annotate lesson evidence for Accreditation</li> <li>• Moodle Extension: Select one topic and related activity from the textbook and redesign it with scaffolded literacy support for EAL/D learners.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 30-32</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 43-68</li> <li>• Interactive posters <a href="http://www.glogster.com">www.glogster.com</a></li> <li>• Questioning strategies <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning/key-questioning-strategies">https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning/key-questioning-strategies</a></li> </ul>
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> <li>• Personal and Social Identity III: Transitions through the life course Changing rights and responsibilities Theories of generations Looking in/looking out: exploring the processes of socialisation in a different cultural group</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: This I believe - personal reflection Developing an effective questionnaire Interactive learning/games</li> <li>• Moodle Extension: Develop an overview for a potential cross cultural focus study group (500 words).</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 30-32</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 43-68</li> </ul>
Week 6 : 18 March - 24 March	Homework	<ul style="list-style-type: none"> <li>• Asynchronous</li> </ul>

		<ul style="list-style-type: none"> <li>• See Moodle for details</li> </ul>
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> <li>• Assessment and Writing Developing an assessment task for PSI Synthesis Scaffolding an extended response</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: The chocolate game for learning HSC directive verbs Explicit teaching of backwards mapping for assessment/how this fits with learning continuum How to do this with other teachers and manage conflicting interests Applying the Common Grade Scale and NESA standards Developing a synthesised paragraph</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA Assessment and Reporting <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/assessment-and-reporting">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/assessment-and-reporting</a></li> <li>• Society and Culture Assessment and Reporting <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/assessment-and-reporting</a></li> <li>• Common Grade Scale <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale</a></li> <li>• CESE What Works Best <a href="https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update">https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update</a></li> </ul>
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> <li>• Intercultural Communication I: Process of communication Verbal and non-verbal communication Communication and social control Communication rights and responsibilities Impact of changing communication technologies Introduction to programs/UoW</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategies: Verbal and non-verbal communication activities such as scattegories, charades and taboo Teaching in the digital world Differentiation</li> <li>• Moodle Extension: Share a game, differentiation strategy or adjustment you would use when teaching this topic. Maximum 300 words.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 33-34</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 87-96</li> <li>• Department of Education Unit of Work <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/teaching-and-learning-resources/units-of-work-and-support-resources">https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/teaching-and-learning-resources/units-of-work-and-support-resources</a></li> <li>• NESA Programming <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming">https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming</a></li> </ul>
	Homework	<ul style="list-style-type: none"> <li>• Recommended Backwards mapping from HSC exam/outcomes for Year 11 programming Development of AT2</li> </ul>
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> <li>• Intercultural Communication II Looking in/looking out: exploring intercultural communication with a different cultural group</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• See Moodle for details</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• See Moodle for details</li> </ul>
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> <li>• Introduction to the Personal Interest Project What is the PIP? Where to begin How to provide feedback and support</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>• Teaching and Learning Strategy: Simulated marking Prep for Professional Experience</li> <li>• MyExperience: online evaluation</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>• NESA syllabus: Stage 6 Society and Culture pp 33-34</li> <li>• Society and Culture 3rd ed, Thompson et al, pp 110-122</li> <li>• NESA PIP Advice <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project</a></li> </ul>

## 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 Readings

- NSW Board of Studies, Stage 6 Syllabus, Society and Culture, Preliminary and HSC Courses. Available at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture>
- Thompson, K. (ed) (2021). *Society & Culture: Preliminary and HSC*. 3rd Edition. Nelson Cengage Learning.

#### Additional Optional Readings

- Abercrombie, N (ed.) (2000). *The Penguin Dictionary of Sociology*. 4th Edition. Penguin, London.
- Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Arthur, M., Lyons, G.S., Butterfield, N., & Gordon, C. (2006). *Classroom management: Creating positive learning environments*. 2nd Revised Edition. Melbourne: Thomson Learning.
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- Attwood, B. (2005). *Telling the truth about Aboriginal history*. Allen and Unwin, Crows Nest.
- Baker, M (2001). *Families, Labour and Love: Family diversity in a changing world*. Allen & Unwin, Sydney.
- Barry K, & King L (1998). *Beginning Teaching and beyond*. 3rd Edition. Social Science Press.
- Bennet, T & Carter, D (2001). *Culture in Australia: policies, publics and programs*. Cambridge, Melbourne.
- Berg, BL (2001). *Qualitative Research Methods for the Social Sciences*. 4th Edition. Ally & Bacon, Boston.
- Bessant, J & Watts, R (2002). *Sociology Australia*. 2nd edition. Allen & Unwin, Sydney.
- Brady, L & Kennedy, K. (2003). *Curriculum construction*. 2nd edition. Frenchs Forest, NSW: Prentice Hall.
- Brady, L. (2003). *Teacher Voices: The School Experience*. Frenchs Forest: Pearson.
- Burns, R. (2001). *Introduction to Research Methods*. 4th Edition. Longman.

- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Oxon UK: Routledge.
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- Cowan, Philip A, (1978). *Piaget with Feeling*. Holt, Reinhart and Winston, NY.
- Creswell, J. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. 5th Edition. Sydney: Pearson Australia.
- Curtis, B and Curtis, C. (2011). *Social Research: A Practical Introduction*. London: Sage Publications.
- Denemark, D., Meagher, G., Wilson, S., Western, M., & Phillips, T. (2007). *Australian social attitudes 2: Citizenship, work and aspirations*. Sydney: University of New South Wales Press.
- Earle, L & Fopp, R (ed.) (1999). *Introduction to Australian Society*. 3rd Edition. Harcourt, Sydney.
- Elkind, D., (1967). 'Egocentrism in Adolescence' *Child Development*, Vol 38, No 4.
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- Foreman, P. (2001). *Integration and inclusion in Action*. Marrickville: Harcourt.
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia.
- Germov, J., & Poole, M. (2011). *Public sociology: An introduction to Australian society*. 2nd Edition. Crows Nest, NSW: Allen & Unwin.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Giddens, A (2006). *Sociology*. 5th Edition. Polity Press, Cambridge.
- Goldstein, S. & Brooks, R. (2007). *Understanding and Managing Children's Classroom Behaviours*. 2nd Edition. Hoboken: Wiley & Sons.
- Groundwater-Smith, S., Brennan, M., McFadden, M. & Mitchell, J. (2001). *Secondary Schooling in a Changing World*. Sydney: Harcourt.
- Groundwater, S., Ewing, R. & Le Cornu, R. (2003). *Teaching: Challenges and Dilemmas*. 2nd Edition. Southbank: Thomson.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. Oxon: Routledge.
- Hattie, J. (2012). *Visible Learning for Teachers: Maximising Impact on Learning*. Oxon: Routledge.
- Houston, Melinda, 'They Grow Up So Fast', *The Sun Herald Magazine*, 12 April 2005, p. 25.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Henslin, J. (2012). *Sociology: A down-to-earth approach*. 10th Edition. Boston: Allyn & Bacon.
- Howitt, B. and Julian, R. (2009). *Heinemann Society & Culture*. 2nd Edition. Sydney: Pearson Heinemann.
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia.
- Jaques, D. (2000). *Learning in Groups*. 3rd Edition. London: Routledge.
- Johnson, A (ed.) (2000). *The Blackwell Dictionary of Sociology: a user's guide to sociological language*. Blackwell, Malden.
- Joyce, B, Weil, M & Calhoun, (2004). *Models of teaching*. 7th Edition. Boston: Allyn & Bacon.
- Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdown, South Africa:



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- Killen, R. (2005). *Programming and assessment for quality teaching and learning*. Melbourne: Thomson/Social Science Press.
- Killen, R. (2012). *Effective teaching strategies: Lessons from research and practice*. 6th Edition. South Melbourne, Vic: Cengage Learning.
- Krieken, R, van (2000). *Sociology: Themes and Perspectives*. Pearson, Sydney.
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- Marsh, C. (2008). *Studies of Society and Environment*. 5th Edition. Frenchs Forest: Pearson Education Australia.
- Marshall, G. (ed.) (1999). *Oxford Dictionary of Sociology*. Oxford, New York.
- McGregor, C (2001). *Class in Australia*. Penguin, Sydney.
- Martin, K. (2008). The intersection of Aboriginal knowledge, 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.
- McCrindle, M., (2009). *The ABC of XYZ*. UNSW, Sydney.
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- Miner, A. & Quilty, M. (1997). *Comparing Cultures*. Melbourne: Oxford University Press.
- Nilan, P., Julian, R. And Germov, J. (2007). *Australian Youth: Social and Cultural Issues*. Pearson, NSW.
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- Provenzo Jr, E. & Blanton, W. (2005). *Observing in schools*. Boston: Pearson.
- Pearson, H. (2016). *The Life Project: The extraordinary story of our ordinary lives*. Allen Lane.
- Pollock, D., & Van Reken, R. (2009). *Third culture kids: Growing up among worlds*. Boston: Nicholas Brealey Publishing.
- Price, K (2012). *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press.
- Punch, K (2001). *Introduction to Social Research: Qualitative and Quantitative Approaches*. Sage, London.
- Richardson, V. (ed.) (2000). *Handbook of Research on Teaching*. AERA.
- Robertson, I., (1989). *Society: A Brief Introduction*. Worth, NY.
- Robertson, N. (ed.) (2007). *Sustainable Futures-Teaching and Learning: a case study approach*. ACER.
- Salmon, G. (2003). *e-Moderating: The key to teaching and learning online*. 2nd Edition. London: Routledge Falmer.
- Schaeffer, R. (2011). *Sociology: A brief introduction*. 9th Edition. New York: McGraw Hill.
- Silberman, M. (1996). *101 Strategies to Teach Any Subject*. Allyn & Bacon, Longwood Division.
- Smith, L., & Lovat, T. (2003). *Curriculum: Action and reflection*. 4th Edition. Tuggerah: Social Science Press.

- Steiner, M. (ed.) (1996). *Developing the Global Teacher*.
- Wadsworth, Y (1995). *Do it yourself Research*. Allen and Unwin, Sydney.
- Walters, M. & Crook, R. (1993). *Sociology One*. 3rd Edition. Longman Cheshire, Melbourne.
- Whitton, D., Sinclair, C., Barker, K., Nanlohy, P., & Nosworthy, M. (2004). *Learning for teaching: teaching for learning*. Melbourne: Thomson.
- Wilen, W., Ishler, M., Hutchison, J., & Kindsvatter, R. (2003). *Dynamics of Effective Secondary Teaching*. 5th Edition. New York: Addison Wesley Longman, Inc., Allyn & Bacon.
- Williams, L. (1988). *Finding Out About Society*. Unwin Hyman, London.

## Recommended Resources

### Recommended Resources

- Bruseker, K., Dark, L., Emo, A., Howard, E. (2021). *Cambridge Society and Culture Stage 6*. Cambridge University Press.

### Professional Association

- The Society and Culture Association, <https://sca.nsw.edu.au/>

## Course Evaluation and Development

- Along with informal, formative assessment of student engagement and learning each week, students will be asked to complete UNSW's MyExperience evaluation at the end of the course.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Younan Moushi				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](mailto: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 \(unsw.edu.au\)](https://www.unsw.edu.au/education/policies-procedures).

### 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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>