



## UNSW Course Outline

# EDST6921 Modern History Method 1 - 2024

Published on the 28 Jan 2024

## General Course Information

**Course Code :** EDST6921

**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 Modern 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

Course Learning Outcomes
CLO1 : 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
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, 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
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 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	<ul style="list-style-type: none"><li>• Stage Four (4) Lesson Plan</li><li>• Stage Five (5) Unit of Work</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>• Stage Four (4) Lesson Plan</li><li>• Stage Five (5) Unit of Work</li></ul>
CLO3 : 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	<ul style="list-style-type: none"><li>• Stage Four (4) Lesson Plan</li><li>• Stage Five (5) Unit of Work</li></ul>
CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities	<ul style="list-style-type: none"><li>• Stage Four (4) Lesson Plan</li><li>• Stage Five (5) Unit of Work</li></ul>
CLO5 : Design and evaluate formative assessment strategies and use assessment information to improve learning	<ul style="list-style-type: none"><li>• Stage Five (5) Unit of Work</li></ul>
CLO6 : Practise the ethical and professional values expected of teachers	<ul style="list-style-type: none"><li>• Stage Five (5) Unit of Work</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

### Rationale

- 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.

## 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 linguistic, 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.	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 abilities and characteristics.	1,2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	1,2
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
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1,2
4.4.1	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum, and legislative requirements.	1,2

4.5.1	Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of ICT in learning and teaching.	1,2
5.1.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative, and summative approaches to assess student learning.	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

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Stage Four (4) Lesson Plan Assessment Format: Individual	40%	Due Date: 25/03/2024 05:00 PM
Stage Five (5) Unit of Work Assessment Format: Individual	60%	Due Date: 22/04/2024 05:00 PM

## Assessment Details

### Stage Four (4) Lesson Plan

#### Assessment Overview

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. Indicative length: 2000 words.

### **Course Learning Outcomes**

- CLO1 : 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
- 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, 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
- CLO4 : Select appropriate resources, including ICT, to engage students and expand learning opportunities

### **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.

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.

Other notes:

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

#### Assessment Length

2000 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST6921 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Stage Four (4) Lesson Plan

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 History teaching and the NSW syllabus</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• rationale shows evidence of analysis of syllabus and pedagogical requirements</li> <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>• the lesson effectively plans for teaching and learning within a comprehensive high school setting and includes appropriate differentiation strategies</li> <li>• lesson plan, structure and resources link to syllabus topics and outcomes</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>• 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</li> </ul>	
<p>Structure and organisation of response</p> <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> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• lesson plan and rationale 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%
<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>	

### 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.

## Stage Five (5) Unit of Work

### Assessment Overview

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). Indicative length: 3000 words.

### Course Learning Outcomes

- CLO1 : 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
- 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, 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
- 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

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.

Other notes:

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

**Assessment Length**

3000 words

**Assessment information**

RUBRIC/FEEDBACK SHEET

EDST6921 UNSW SCHOOL OF EDUCATION

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

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>• demonstrate ability to mediate the curriculum derived from the NSW History Syllabus for Stage 5</li> <li>• demonstrate clarity and accuracy in use of key terms and concepts in History teaching</li> <li>• demonstrates knowledge and understanding of NSW History Syllabus options for Stage 5</li> <li>• demonstrate clear links to syllabus outcomes</li> <li>• demonstrate coherence between syllabus outcomes and chosen strategies</li> </ul>	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> <li>• demonstrate ability to plan a sequence of learning experiences derived from the NSW History syllabus for Stage 5</li> <li>• demonstrate ability to plan specific lessons for History teaching and learning experiences</li> <li>• demonstrate awareness of diverse social, ethnic, cultural, and religious backgrounds of students</li> <li>• demonstrate knowledge of resources to engage and extend students</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>• 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</li> </ul>	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> <li>• rationale linked to syllabus outcomes and content and establishes reasons for lesson selection and teaching strategies</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> </ul>	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> <li>• unit outline and rationale meet appropriate academic and linguistic conventions</li> </ul>	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
<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>	

### 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.

## **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 \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

### 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 Introduction to Stage 4 and 5 History Stages 4 and 5 in the History K-10 Syllabus Modern History in the junior history syllabus Programming Stages 4 and 5 (scope and sequences)</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Introduction Course outline, assessments and course expectations (e.g. attendance) How Stage 4 extends Stage 3 Programming Stages 4 and 5, including current issues relating to the teaching of Modern History</li> </ul>
Week 2 : 19 February - 25 February	Lecture	<ul style="list-style-type: none"> <li>Lesson Planning Lesson planning for Modern History in Stages 4-5 - setting appropriate learning goals Current research on how students learn Physical, social and intellectual development of students and how this affects their engagement in learning Teaching strategies for respond to individual needs and background</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Lesson Planning Lesson plan modelling and analysis Developing cultural responsive teaching strategies and resources for Stage 4-5 Modern History Strategies for making learning goals explicitly Integrating ICT in quality lessons</li> </ul>
Week 3 : 26 February - 3 March	Lecture	<ul style="list-style-type: none"> <li>Historical Thinking What is historical thinking? Current research into historical thinking Modelling and scaffolding historical thinking in Stage 4-5 The discipline of history and school history</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Historical Thinking Historical thinking in Stage 4 and 5 Modern History The Big Six and other models for historical thinking Planning for historical thinking in the classroom</li> </ul>
Week 4 : 4 March - 10 March	Lecture	<ul style="list-style-type: none"> <li>Skills and Concepts Skills and concepts in the Stage 4-5 syllabus Explicitly teaching historical skills and concepts in Stage 4-5 Modern History Planning rich classroom activities</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Skills and Concepts Teaching and assessing historical thinking skills Activity analysis and design How to structure class instruction, questioning and transitions between activities Providing clear direction</li> </ul>
Week 5 : 11 March - 17 March	Lecture	<ul style="list-style-type: none"> <li>Assessment Assessment in Stage 4-5 History Different types of assessment Embedding formative assessment in junior History lessons Assessment strategies in Stage 4-5 Modern History</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Assessment Setting high expectations for learning Scaffolding complex tasks Designing and using marking criteria Feedback strategies Sample History assessment tasks</li> <li>Microteaching</li> </ul>
Week 6 : 18 March - 24 March	Lecture	<ul style="list-style-type: none"> <li>Asynchronous</li> <li>Differentiation What is differentiation? How is it implemented in the classroom to meet student needs? Promoting inclusive student participation and engagement in the classroom Effective teaching strategies for mixed-ability classes</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Asynchronous</li> <li>Differentiation Strategies for inclusion, participation and engagement through differentiation Lesson plan adaptation</li> <li>Microteaching</li> </ul>
Week 7 : 25 March - 31 March	Lecture	<ul style="list-style-type: none"> <li>Units of Work Principles of effective units of work Sequencing subject content across lesson within a unit of work Using enquiry questions to guide students learning in Stage 4-5 History Mapping skills/concepts/outcomes Integrating ICT across units of work</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Units of Work Content selection across lesson sequences Activity design across lesson sequences Unit of work analysis</li> <li>Microteaching</li> </ul>
Week 8 : 1 April - 7 April	Lecture	<ul style="list-style-type: none"> <li>Sources and Evidence Sources in Stage 4-5 History Working with historical sources in Stage 4-5 Modern History Using evidence in Modern History Writing source-based responses in Stage 4-5 Modern History</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Sources and Evidence Sample source-based activities Designing quality questions for historical sources</li> </ul>
Week 9 : 8 April - 14 April	Lecture	<ul style="list-style-type: none"> <li>Teaching and Learning Planning for quality teaching and learning Writing and communication Student-centred activities and Project-Based Learning Making effective use of ICT</li> </ul>
	Tutorial	<ul style="list-style-type: none"> <li>Teaching and Learning Quality Teaching Framework Sample activities and resources Complete myExperience survey</li> </ul>
Week 10 : 15 April - 21 April	Lecture	<ul style="list-style-type: none"> <li>Indigenous Perspectives Cross-curriculum priorities in Stage 4-5 History Indigenous perspectives in Stage 4-5 History How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander</li> </ul>

		students in Modern History
	Tutorial	<ul style="list-style-type: none"> <li>Indigenous Perspectives Working across the curriculum Integrating Indigenous perspectives in Stage 4-5 Modern History Lesson analysis and adaptation</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

Course readings and resources are available on Moodle.

Students must be familiar with:

- NSW DET (2003). *Quality Teaching in NSW Public Schools*. Sydney, NSW.
- NESA (2012). *NSW History K-10 Syllabus (Stages 4 and 5)*.
- Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*. Curriculum Corporation (pdf provided on Moodle).

High priority texts (some chapters will be digitised and available through Leganto)

- Morton and Seixas, (2015). *The Big Six Historical Thinking Concepts*. Nelson.
- Sharp, H. et. al. (2021). *Teaching Secondary History*. Cambridge University Press.

Further readings (chapters may be digitised and available through Leganto)

- Allender, T. et. al. (2019). *Historical Thinking for History Teachers: A New Approach to Engaging Students and Developing Historical Consciousness*. Allen and Unwin.
- 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.
- Carr, E.H., (1981). *What is History?* Harmondsworth: Penguin.
- Clark, A., (2008). *History's Children*. Sydney: UNSW Press.
- Ercikan and Seixas (eds) (2015). *New Directions in Assessing Historical Thinking*. Routledge.
- Gibbons, P (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.
- Harrison, N., (2008). *Teaching and Learning in Indigenous Education*. Victoria, Australia: Oxford University Press.
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*. Oxford University Press, Australia.
- Levesque (2008). *Thinking Historically: Educating Students for the 21st Century*. University of Toronto Press.
- 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.
- Morton and Seixas, (2015). *The Big Six Historical Thinking Concepts*. Nelson.
- 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. (2005). *What is History?* Melbourne: VHTA.
- Wineburg, S (2001). *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*. Temple University Press.

#### Research reports

- Taylor, T., et al. (2000). *The Future of the Past*. Victoria: Faculty of Education, Monash University.
- Clark, A. (2008). *A Comparative Study of history Teaching in Australia and Canada*. Monash University.

#### Journals

- *Teaching History*, Journal of the History Teachers' Association of NSW Inc. (HTA NSW) – this journal can be accessed through the UNSW library. A source of teaching ideas, curriculum issues and academic articles. Student membership available, <http://www.htansw.asn.au/>

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jonathon Dal limore				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 [externaltelsupport@unsw.edu.au](mailto:externaltelsupport@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](mailto:education@unsw.edu.au)
- W: <https://www.arts.unsw.edu.au/education>