



Course Outline

EDGDP6005 SOCIAL EDUCATION & HUMANITIES PRIMARY CURRICULUM

Title:	SOCIAL EDUCATION & HUMANITIES PRIMARY CURRICULUM
Code:	EDGDP6005
Formerly:	TC437
School / Division:	School of Education
Level:	Advanced
Pre-requisites:	Nil
Co-requisites:	Nil
Exclusions:	(TC437)
Progress Units:	15
ASCED Code:	070103

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Develop an understanding of, and plan for, the diverse nature of people in society and work towards inclusive practice;

Skills:

- Examine the broad nature of this area of learning and develop an understanding of the perspectives that influence the curriculum areas;
- Elaborate and critically reflect on the values and beliefs that underpin their philosophy and practice for teaching and learning in social education and the humanities;
- Analyse a number of approaches to program development in social education and the humanities and establish criteria for the promotion of particular program approaches within curriculum and school-based decision-making contexts;
- Build on personal capacity to meaningfully use e-learning practices in the learning and teaching of social and humanities education;
- Work with those in other curriculum fields in developing integrated curriculum plans within the context of a whole school curriculum.

Values:

- Justify the inclusion of important issues in social and humanities education programs in schools and demonstrate teaching and course planning approaches for the future;

Content:

Topics may include:



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- Analysis of various approaches for facilitating learning and its evaluation in social education and the humanities;
- Skills associated with planning and teaching integrated curriculum;
- Teaching emphases that have characterised social and humanities education in the primary and secondary school. Such strategies include using maps and mapping skills, using the mass media and current issues in social education and the humanities as well as using information for effective learning in social and environmental studies, handling controversial issues and collaborative and inquiry oriented approaches to learning;
- A review of contemporary curriculum that reflects the needs of students and society. Such curriculum may include economics, geography, history, environmental studies, global education for a sustainable future, political education for active citizenship, teaching for empathy and intercultural understanding in a peaceful world, intercultural perspectives, the world of work and consumer education, and political literacy or civics and citizenship;
- A consideration of planning methods (e.g. concept based, inquiry centred curriculum or issue centred teaching) and learning courses for social and humanities education at primary and secondary levels.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Students in groups plan and lead participation in learning experiences, with a focus on particular teaching approaches and conceptual strands organised in a variety of contexts. A 20-30 minute group presentation reviewing learning, demonstrating use of a variety of pedagogical approaches and educational resources.	A 1500 word written report and critical evaluation.	40 - 60%
Plan a social education/humanities course/unit.	A social education/humanities course/unit consisting of a sequence of lessons (6-10) and supporting information.	40 - 60%

Adopted Reference Style:

APA