



Course Outline

EDGDS6029 STUDIES OF SOCIETY AND ENVIRONMENT CURRICULUM 1

Title:	STUDIES OF SOCIETY AND ENVIRONMENT CURRICULUM 1
Code:	EDGDS6029
School / Division:	School of Education
Level:	Introductory
Pre-requisites:	Required level of undergraduate study in discipline as specified by VIT
Co-requisites:	Nil
Exclusions:	(EDGDS6017 and TD775)
Progress Units:	15
ASCED Code:	070301

Objectives:

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

Knowledge:

- encourage students to articulate a personal and cohesive rationale for social and environmental education programs at the secondary school level;
- develop a clear understanding of the content knowledge required in social education and the humanities in Years 7-10 and the subsequent related VCE units;
- understand and analyse the key issues and skills addressed in the SOSE curriculum in contemporary documents such as the Victorian Essential Learning Standards (VELS) and relevant VCE Study Designs;
- explore constructivist approaches to learning in studies of SOSE and the place of language and literacy learning in relation to constructing understanding.

Skills:

- explore and critique the teaching and learning of SOSE in the secondary school setting and to develop ways of teaching in a principled and informed manner;
- develop skills and strategies for planning for learning and assessment and evaluation in SOSE units and relevant VCE units;
- consider and implement a number of approaches to social education program development encountered in the students' teaching practices so that valid teaching and learning strategies within a VELS and school-based curriculum decision-making context can be structured and successfully implemented;

Values:

- provide structured, reflective learning episodes in which both course requirements and associated practicum and school experience help students to become competent, engaged professional teachers.



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Content:

Topics may include:

- The study of SOSE encourages students to ask questions and search for answers. Future teachers of these curriculum areas will be encouraged to develop a questioning, critical and reflective approach to the teaching of social education, the humanities and related VCE units.
- Planning for learning in studies of SOSE including ways of developing investigation skills for learning such as researching, processing and interpreting data as well as communication skills: written, graphical, statistical and electronic.
- Investigation into relevant content knowledge for SOSE teaching and related VCE units. These include conceptual areas of knowledge such as Australia and all its people, civics and citizenship education, environmental awareness, global understanding, and the economy and enterprise skills. In terms of the relationship between social education and contemporary society, students explore an appropriate focus for studying aspects of Australian and other societies.
- Investigation into the place of information technology in the SOSE curriculum and its importance as a learning and presentation resource. Students consider what instructional techniques and learning activities SOSE teachers should use.
- Investigation into various models of teaching and learning as appropriate and of alternative curriculum and administrative structures in schools.
- Exploration into SOSE curriculum decision making and teaching based on school based observation and research.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Consolidate class based learning	Participation in class activities	5% -10%
Work collaboratively in groups to investigate, design and implement learning activities appropriate for effective SOSE teaching up to and including VCE levels using ICT and other contemporary resources.	A group presentation demonstrating use of a variety of pedagogical approaches and educational resources together with a 1500 word written report and evaluation.	30-50%
Plan a social education/humanities course with a specific focus on developing knowledge and understanding as well as skills for Civics and Citizenship.	A social education/humanities course consisting of a sequence of lessons, rationale and supporting information and materials.	30% - 50%

Adopted Reference Style:

APA