



Course Outline (Higher Education)

School:	School of Education
Course Title:	HUMANITIES CURRICULUM 1
Course ID:	EDBED3035
Credit Points:	15.00
Prerequisite(s):	(Pass in 3 Humanities Courses)
Co-requisite(s):	Nil
Exclusion(s):	(EDDDE3020)
ASCED:	070301

Description of the Course:

This course is designed to enable pre-service teachers to develop teaching and learning strategies that are specific to the teaching of humanities and social sciences. Pre-service teachers develop their understandings of key concepts such as global understanding, historical knowledge and understanding, environmental awareness and the economy and enterprise skills. These concepts are explored in light of contemporary teaching approaches and pedagogies. This course promotes the specific teaching of skills and the development of continuums based on curriculum documentation to ensure specific feedback and assessment. The course investigates the content knowledge from years 7-10 of Geography, History, Economics and the connections with concepts of Civics and Citizenship

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Demonstrate knowledge and understandings of the concepts, substance, and structure of the humanities.
- K2.** Identify a range of resources and tools, including ICT, which can be developed and acquired to assist the effective teaching and student learning in humanities and expand learning opportunities for students.
- K3.** Apply curriculum frameworks for organising and sequencing lessons for student learning.
- K4.** Identify the way literacy and numeracy skills can be developed among students in the humanities.
- K5.** Apply knowledge of formative and assessment strategies as a means of monitoring student progress in the humanities.
- K6.** Understand ways to give feedback on student work and how assessment of work informs future teaching practice.
- K7.** Identify teaching strategies for differentiation that cater for the strengths and learning needs of diverse learners.

Skills:

- S1.** Demonstrate skills and strategies in planning for learning, teaching explicitly and evaluating Humanities curriculum.
- S2.** Apply subject curriculum frameworks to assist planning and skill development in Humanities that incorporates effective assessment methods.
- S3.** Apply effective teaching and learning strategies in Humanities.
- S4.** Make informed judgements about student work and how to provide feedback, and use this to modify teaching practice.
- S5.** Critically reflect on teaching practice, respond to feedback and learn in ongoing ways about the nature of effective teaching.

Application of knowledge and skills:

- A1.** Critically analyse and give feedback on a student work sample and write a response of implications for future teaching.
- A2.** Teach a lesson to peers demonstrating various pedagogical approaches and resources and include a written evaluation based on feedback.
- A3.** Design a sequence of lessons for teaching the Humanities that demonstrates an awareness of designing, implementing and evaluating curriculum, and that demonstrates understanding of effective teaching and assessment practices to support student learning.

Course Content:

Topics to be covered

- Humanities content and concepts related to history, geography, economics, business, civics and citizenship, including the structure and content of the teaching area.
- The role of the Humanities in assisting students to learn about the world and about social and civic responsibilities.
- Teaching strategies to support student learning in the Humanities.
- The exploration of the contested nature of the Humanities and an understanding of the discipline in contemporary teaching contexts.
- An examination of relevant curriculum planning frameworks and ways to use curriculum, assessment and reporting knowledge to design learning sequences and lessons.
- Approaches for differentiating teaching to meet the learning needs of students with a range of abilities.
- Strategies for assessment and strategic use of data to inform student learning in the Humanities.

Values:

- V1.** Appreciate the role of the Humanities in helping students learn more about their place in the world and the nature of society and our social and civic responsibilities.
- V2.** Demonstrate openness to multiple viewpoints.
- V3.** Critically reflect on teaching and learning.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S5	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K7, A1	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, S2	AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5, S4, A1	AT1, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S2, A2	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K6, S1, S4, S5, A1 APST 2.1, 5.1, 5.2, 5.4	Critically analyse and give feedback on a student work sample and write a response of implications for future teaching.	Analysis of student work.	15-25%
K1, K3, K7, S1, S2, S3, S4, A2 APST 2.1, 2.3, 3.1, 3.3, 3.5	Teach a lesson , or component of a lesson, to peers demonstrating various pedagogical approaches and resources and include a written evaluation based on feedback.	Teaching Presentation and written self-evaluation.	30-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K7, S1, S2, S3, S4, A3 APST 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1	Design a sequence of lessons for teaching the Humanities that demonstrates an awareness of designing, implementing and evaluating curriculum, and that demonstrates understanding of effective teaching and assessment practices to support student learning.	Curriculum design and accompanying lesson plans and resources	40-50%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Advanced
2.6 Information and Communication Technology (ICT) Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Yes	Advanced
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Advanced
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Advanced
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Advanced
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Advanced
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Advanced

5. Assess, provide feedback and report on student learning

5.1 Assess student learning

Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

Yes

Advanced

5.2 Provide feedback to students on their learning

Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

Yes

Advanced

5.4 Interpret student data

Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

Yes

Advanced