

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: HUMANITIES EDUCATION

Unit ID: EDBED4011

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (EDBED3002 and EDBED3018)

ASCED: 070103

Description of the Unit:

In this course students develop understandings of humanities curricula in the disciplinary areas of Geography, History, Civics and Citizenship, and Economics and Business. Students explore how the humanities are taught and planned for in various ways, such as inquiry, place-based, theme-based and integrated learning approaches. This course is also designed to develop capacities for interdisciplinary thinking at local and global levels through highlighting the general capabilities of critical and creative thinking, ethical behaviour and intercultural understanding as well as the cross-curriculum priorities of sustainability, Aboriginal and Torres Strait Islander Histories and Cultures and Australia's engagement with Asia.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	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.** Understand how humanities content is structured within current curriculum documents.
- K2.** Explore and examine contemporary theoretical and pedagogical approaches to teaching the humanities including disciplinary, interdisciplinary and integrated approaches.
- K3.** Recognise and articulate that the humanities are fundamental to understanding human behaviour and interaction within social, cultural, environmental, economic and political contexts, and consider challenges for the future in a rapidly changing world.
- K4.** Respond to questions and issues which call for historical, geographical, political, economic and societal understandings and determine how these interrelate and assist students to meaningfully relate to their world.

Skills:

- S1.** Evaluate and articulate a cohesive rationale for humanities program construction in schools appropriate to the twenty-first century including engagement with significant local and global issues.
- S2.** Demonstrate skills and strategies in organising Humanities content into a lesson plan to engage students.
- S3.** Select concepts, substance and structure of an area of the Humanities curriculum and effective teaching strategies to create an inquiry based unit of work
- S4.** Demonstrate skills and strategies in organising Humanities content into effective learning and teaching sequences.
- S5.** Develop the capacity to organise classroom activities and provide clear directions.
- S6.** Evaluate a range of teaching resources and educational providers that support the teaching of the humanities.

Application of knowledge and skills:

- A1.** Demonstrate understandings of teaching and learning theory associated with Humanities pedagogy.
- A2.** Design a curriculum unit using discipline-based, interdisciplinary thinking and integrated approaches supported by research-based pedagogical principles.
- A3.** Plan for and reflect upon appropriate events, sequences and assessment strategies that are active, participatory and reflective, as well as experiential and evidence-based. Demonstrate awareness of contemporary issues to support learners' conceptual understanding in the humanities.

Unit Content:

Topics will include

- Curriculum content, concepts, substance and structure for the humanities, including Geography, History, Civics and Citizenship, and Economics and Business
- Humanities content and concepts related to history, geography, economics, business, civics and citizenship, including the structure and content of each discipline
- The role of the Humanities in assisting students to learn about the world and about social and civic responsibilities

- Participatory teaching strategies to support student learning in the Humanities
- The exploration of the contested nature of the Humanities and an understanding of the disciplines 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 to organising classroom activities and developing the capacity to provide clear directions.
- 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

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K3, S6	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S1	AT1
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K2, S3, S6	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	K4	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, K4, S2, S4, A1, A2, A3; APST: 6.2	Complete prompt tasks and provocations to build a portfolio of learning.	Portfolio	40-50%
K1, K2, K3, K4, S1, S2, S3, S4, S5, S6, A2, A3; APST: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1	Part A - Unit Plan: In pairs, design an integrated unit plan, using an inquiry approach, to teach a selected focus of the Humanities curriculum at a specific year level. Part B - 'Live Teach': Plan a Tuning In lesson using your integrated unit plan and deliver to your peers.	Unit Plan and Live Teach	50-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MiCS Mapping has been undertaken for this Unit No

Date:

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
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
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced
4.2 Manage classroom activities Demonstrate the capacity to organise classroom activities and provide clear directions.	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