



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	HUMANITIES EDUCATION
<b>Course ID:</b>	EDBED4011
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED3002 and EDBED3018)
<b>ASCED:</b>	070103

## Description of the Course :

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, etc.)

## 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.** 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.
- K5.** Explore how literacy and numeracy can be incorporated into the Humanities Curriculum.

**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.
- S7.** Apply literacy and numeracy strategies in the Humanities curriculum.

**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.

**Course 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

**Values:**

- V1.** Recognise and respect sound inquiry which considers the values, interests and perspectives of multiple stakeholders in historical, geographical, local, regional, national and global contexts.
- V2.** Apply ethical, critical and creative thinking to social discussion, curriculum planning and decision-making.
- V3.** Develop a sense of wonder, curiosity and informed appreciation of people, places, cultures, histories and environments including those of Aboriginal and Torres Strait Islander and Asian peoples.
- V4.** Value the importance of becoming active citizens who will contribute to the well-being of the world including its natural and social environments.

**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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	K2, S1, A2	A	AT1	A
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.	S1, S6, A2	A	AT2	A
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.	K3, K4, S1	A	AT1	A
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.	K3, K5, S1	A	AT3	B
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.	K3, K4, A3	A	AT1	A

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S4, S5, A2, A3; APST: 2.1, 3.3, 3.4, 4.1, 4.2	Construct a small group "Tuning in" teaching and learning event. Develop active and enquiring engagement with a geographical or historical place that demonstrates impacts of contemporary change, issues, and/or challenge, sourced in human behaviour. Relate to appropriate curriculum, show content knowledge and disciplinary learning approaches	Group Peer presentation	40-60%
K1, K2, K4, S1, S2, S3, S4, S6, S7, A1, A2; APST: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1	In pairs, design a sequence of learning, using an inquiry approach, to teach a selected focus of Humanities at a specific year level. Incorporate the current curriculum, justify planning decisions and include a range of teaching strategies to support all learners in the classroom	Inquiry Curriculum Unit in pairs	40-60%
K3, K4, K5, S2, S4, A2, A3; APST: 6.2	Engage, reflect and/or respond to tutorial and/or online learning tasks.	Hurdle task	S/N

**Adopted Reference Style:**

APA

**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		
3.2 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		
4.2 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

Professional Engagement

6. Engage in professional learning

6.2 Engage in professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teachers.

Yes

Advanced