Course Outline (Higher Education)

School:	School of Education
Course Title:	HUMANITIES CURRICULUM 2
Course ID:	EDDDE3121
Credit Points:	15.00
Prerequisite(s):	(EDBED3035 or EDDDE3020)
Co-requisite(s):	Nil
Exclusion(s):	(EDDDE3120)
ASCED:	070301

Description of the Course:

This course is designed to further develop pre-service teachers skills in relation to assessment and teaching strategies in the Humanities. The course has an emphasis on planning for student engagement and learning in Humanities, with a particular focus on senior secondary teaching. The course focuses on building the content knowledge and curriculum frameworks of relevant senior secondary courses and examines ways to foster critical thinking in students about the Humanities. It explores effective teaching and learning strategies and the way formative and summative assessments can be used to monitor student progress at senior secondary level.

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						
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Extend knowledge and understanding of the concepts, substance and structure of the Humanities, particularly at senior secondary level.

K2. Examine, evaluate and apply resources and strategies (including ICT) used to support teaching and learning in the Humanities at the senior secondary level.

K3. Demonstrate knowledge, understanding and the ability to apply curriculum frameworks at the senior secondary level, in order to design effective learning and teaching sequences.

K4. Demonstrate knowledge and strategies for supporting the teaching of literacy and numeracy in the Humanities, particularly at the senior secondary level.

K5. Demonstrate ability to use teaching strategies and effective classroom communication to support student learning, across a range of abilities.

K6. Apply understandings of assessment strategies to support student learning and monitor student progress, particularly at the senior secondary level.

K7. Demonstrate understandings of the role of evaluation of teaching practice, continued professional learning and the implications for student learning.

K8. Demonstrate an ability to examine policy and practice in the Humanities at the senior secondary level.

Skills:

S1. Explore the way Humanities is taught in a variety of contexts and settings, including at the senior secondary level, and evaluate the effectiveness of different approaches.

S2. Apply knowledge of the concepts, structure and content of the Humanities at senior secondary level to design effective learning sequences and challenging goals.

S3. Demonstrate skills in applying teaching strategies and classroom communication to support learning for students of all abilities.

S4. Apply curriculum planning frameworks to design learning and assessment sequences.

S5. Examine policy and practice in different contexts related to the teaching of Humanities, including at the senior secondary level.

Application of knowledge and skills:

A1. Inquire into how the Humanities is delivered and structured in different contexts and evaluate the effectiveness of this.

A2. Teach a professional learning session to peers that demonstrates knowledge of the concepts, content and structure of the Humanities and which uses effective teaching strategies, resources and communication. Reflect critically on this teaching based on feedback.

A3. Design a sequence of learning, including resources and assessment, for the senior secondary level of the Humanities.

Course Content:

Topics may include:

- Extending knowledge and understanding of the concepts, substance and structure of the content and teaching strategies in the Humanities, particularly at the senior secondary level
- Applying skills in using senior secondary curriculum frameworks to design, implement and evaluate effective learning and teaching sequences
- Applying knowledge of ways to interpret a range of classroom evidence and data to monitor and assess student learning at the senior secondary level
- A critical examination of resources that can be used to support teaching in the Humanities at the senior secondary level
- Reflection on the effectiveness of ICT in the Humanities classroom and how it would be used to enhance student learning
- Investigation into the way that curriculum frameworks are enacted in school contexts

- Critical reflection on professional learning needs
- Examination of how the Humanities enables students to learn about the world and their roles as citizens.

Values:

V1. Engage in critical reflection on teaching practice for ongoing professional learning

V2. Demonstrate knowledge and understanding of how students learn

V3. Demonstrate openness and critical attention to considering diverse viewpoints.

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.	K6, S4	AT3
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.	Not addressed	Not addressed
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.	S2, A2	AT2, 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, S3	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.	K8, S5	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K7, K8, S1, S5, A1; APST: 2.1	Inquire into how the Humanities is delivered and structured in different contexts and evaluate the effectiveness of this.	Essay	15-25%
K1, K2, K4, K5, K7, S3, S5, A2; APST: 2.1, 2.3, 3.1, 3.3, 3.4 4.2	Teach a professional learning session to peers that demonstrates knowledge of the concepts, content and structure of the Humanities and which uses effective teaching strategies, resources and communication. Reflect critically on this teaching based on feedback.	Teaching presentation and reflection	25-40%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, 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, 4.1 5.1	Design a sequence of learning, including resources and assessment, for the senior secondary level of the Humanities.	Sequence of learning including rationale, 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

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