

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	STUDIES OF SOCIETY AND ENVIRONMENT 1
Unit ID:	EDMAS6019
Credit Points:	15.00
Prerequisite(s):	(Undergraduate Study in Appropriate Degree)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070105

Description of the Unit:

This course is designed to enable pre-service teachers to develop teaching and learning strategies that are specific to the Studies of Society and Environment (SOSE). Pre-service teachers develop their knowledge and understandings of the concepts, substance, structure and content of SOSE. They develop skills in using relevant curriculum frameworks to organise content into effective learning and teaching sequences that support student learning. Pre-service teachers develop their knowledge of contemporary issues and debates related to teaching and learning in SOSE and formulate their own perspectives. They develop knowledge and skills in designing, implementing and evaluating lessons which support student learning.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

Knowledge:

- K1.** Examine the content and curriculum structures relevant to the teaching of SOSE.
- K2.** Identify a range of resources and tools, including ICT, which can be developed to assist effective teaching and student learning in SOSE
- K3.** Critically examine core teaching practices and strategies for teaching in SOSE.
- K4.** Understand and apply relevant curriculum frameworks for organizing and sequencing lessons to support student learning.
- K5.** Identify a range of strategies to assist the learning of subject-specific literacy and numeracy in SOSE.
- K6.** Articulate teaching strategies for differentiation that cater for strengths and learning needs to support diverse learners.
- K7.** Examine data collection, assessment and reporting strategies to assess student learning and progress in SOSE.

Skills:

- S1.** Use appropriate frameworks for organizing SOSE content into effective learning and teaching sequences.
- S2.** Apply curriculum, assessment and reporting knowledge to design learning sequences and lesson plans that include evidence of assessment.
- S3.** Apply effective teaching strategies and core teaching practices, including those that cater for the needs of diverse learners.
- S4.** Inquire into a teaching and learning issue in SOSE drawing from research literature
- S5.** Critically reflect on teaching practice, respond to feedback and engage in ongoing professional learning about the nature of effective teaching to support student learning

Application of knowledge and skills:

- A1.** Inquire into an teaching learning issue in SOSE.
- A2.** Create a sequence of year 7-10 SOSE lessons with attention to curriculum and assessment.

Unit Content:

- SOSE content and concepts related to history, geography, economics, business, civics and citizenship, including the structure and content of the teaching area.
- The role of SOSE in assisting students to learn about the world and about social and civic responsibilities.
- Teaching strategies to support student learning in SOSE.
- The exploration of the contested nature of SOSE 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 SOSE.

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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	APST 3.5, 4.1, 4.2	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	S5, APST 2.1, 2.3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working 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 to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	S5, S4, APST 2.2, 2.3, 5.1	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide 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"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	APST 2.1	AT2
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	APST 3.1, S3, S5	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S4, S5, A1; APST: 1.2, 2.1	Critically synthesise information, research and literature to inquire into an issue related to teaching and learning in SOSE and present implications for teaching and personal professional learning.	Essay	40-50%
K1, K2, K3, K4, K5, K6, K7, S1, S2, S3; APST: 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 5.1	Design a sequence of lessons for teaching a specific Humanities / SOSE (7-10) discipline that integrates knowledge of curriculum, teaching strategies, student learning, assessment and select content, resources, to engage and support diverse students learning. Select one lesson from the sequence to teach a specific skill and write a critical self-reflection that draws on feedback.	Curriculum Design and Teaching Performance	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](#)