

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Studies of Society and Environment 2

Unit ID: EDMAS6119

Credit Points: 15.00

Prerequisite(s): (EDMAS6019)

Co-requisite(s): Nil

Exclusion(s): (EDMAS6122)

ASCED: 070105

Description of the Unit:

This course builds on the concepts and content explored in Studies of Society and Environment (SOSE) Curriculum 1 and develops pre-service teachers understanding of what teaching SOSE at senior secondary level involves. Throughout the course pre-service teachers will engage critically with approaches to planning and designing, curriculum and pedagogy, assessment and reporting specifically at the senior secondary Humanities context. They extend their skills in using relevant curriculum frameworks to organise content into effective learning and teaching sequences at the senior secondary level that support student learning. Pre-service teachers extend their knowledge of contemporary issues and debates related to teaching and learning in the SOSE and formulate their own perspectives. They extend their knowledge and skills in designing, implementing and evaluating lesson sequences and assessment strategies which support student learning and improve professional practice.

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

Work Experience:

No work experience

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.** Extend knowledge and understanding of the concepts, substance and structure of the Studies of Society and Environment (SOSE) curriculum, particularly at senior secondary level and use curriculum frameworks to design effective learning and teaching sequences.
- K2.** Critically examine and evaluate resources (including ICT) used to support teaching and learning in SOSE subjects at the senior secondary level.
- K3.** Identify a range of strategies for supporting the teaching of subject-specific literacy and numeracy in SOSE.
- K4.** Identify core teaching practices and teaching strategies to support student learning, particularly at the senior secondary level.
- K5.** Critically examine assessment strategies to support student learning and monitor student progress, particularly at the senior secondary level.
- K6.** Critique policy and practice related to the teaching of SOSE, particularly at the senior secondary level, and to reflect on how studying SOSE enables students to build their understanding of the world.

Skills:

- S1.** Apply knowledge of the concepts, structure and content of SOSE at senior secondary levels to design learning sequences that cater for student needs.
- S2.** Apply effective teaching strategies, communication skills and the use of strategies to support student learning in SOSE at senior secondary level.
- S3.** Apply curriculum planning frameworks from the senior secondary level to design learning sequences that include processes for assessment.
- S4.** Critically examine and investigate policy and practice in schools related to the teaching of SOSE at senior secondary level.
- S5.** Provide and reflect on feedback and practice in order to set goals for future professional learning.

Application of knowledge and skills:

- A1.** Construct a unit plan that incorporates backwards design.
- A2.** Construct a series of SOSE/Humanities lessons for senior secondary learners.

Unit Content:

- Extending knowledge and understanding of the concepts, substance and structure of the content and teaching strategies in SOSE, 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 SOSE at the senior secondary level.
- Reflection on the effectiveness of ICT in the SOSE 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 SOSE enables students to learn about the world and their roles as citizens.

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. 	S6	AT1
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. 	K1, K7, S4, K4, K6, K7, S2, S4 A1 APST 2.1, 2.5, 3.3, 4.2	AT1, 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. 	Not applicable	Not applicable

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: • 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.	Not applicable	Not applicable
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: • 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	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, K6, S1, S3, S5, A1	Select a senior secondary Humanities discipline and employing the Understanding by Design (UbD) planning model complete a unit plan overview identifying the specific learning outcomes and demonstrating pedagogical content knowledge and understanding of student learning, policy and practice. Use this overview to design an appropriate senior secondary assessment task and rubric. Present task and rubric to peers and receive feedback to inform future practice.	Unit plan overview and assessment task design	40-50%
K1, K2, K3, K4, K5, K6, S2, S3, S4, A2	Using the UbD unit overview 'backwards design' a learning and teaching sequence for a senior SOSE / Humanities discipline (10-12) that demonstrates knowledge of the concepts, structure and content of the curriculum and assessment and prepares senior secondary learners for the summative assessment task. The planner should include a lesson overviews, teaching, assessment and feedback strategies and supporting resources (including ICT), connections to subject-specific literacy and numeracy, and inclusive practices	Development of a Curriculum Planner and professional resource.	50% - 60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)