

Course Outline (Higher Education)

School:	School of Education
Course Title:	STUDIES OF SOCIETY AND ENVIRONMENT 2
Course ID:	EDMAS6119
Credit Points:	15.00
Prerequisite(s):	(EDMAS6019)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course :

This course builds on the concepts and content explored in Studies of Society and Environment Curriculum 1 and further extends the knowledge and skills explored in that course. In this course pre-service teachers will extend their knowledge and understanding of the concepts, substance and structure of the content and teaching strategies related to the Studies of Society and Environment (SOSE) with a particular focus on senior secondary. 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 SOSE and formulate their own perspectives. They extend their knowledge and skills in designing, implementing and evaluating lessons which support student learning.

Grade Scheme: Graded (HD, D, C, etc.)

Work Experience:

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

Placement Component: No

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory						
Intermediate						
Advanced					✓	

Learning Outcomes:

Knowledge:

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- 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.** Articulate the rationale for continued professional learning, the dispositions required for this and the implications for student learning.
- K7.** 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.** Compare and contrast the ways SOSE subjects are taught in different contexts and critically evaluate their effectiveness.
- S2.** Apply knowledge of the concepts, structure and content of SOSE at senior secondary levels to design learning sequences that cater for student needs.
- S3.** Apply effective teaching strategies, communication skills and the use of strategies to support student learning in SOSE at senior secondary level.
- S4.** Apply curriculum planning frameworks from the senior secondary level to design learning sequences that include processes for assessment.
- S5.** Critically examine and investigate policy and practice in schools related to the teaching of SOSE at senior secondary level.
- S6.** Reflect on teaching practice and set goals for future professional learning.

Application of knowledge and skills:

- A1.** Construct a profile of an effective SOSE teacher based on an interview and classroom observations and including references to teaching and assessment strategies, philosophical perspectives and professional learning.
- A2.** A professional learning presentation delivered to peers that demonstrates knowledge of the concepts, content and structure of SOSE at senior secondary level, which draws on core teaching practices and the teaching of subject-specific literacy and numeracy and includes a critical self-evaluation based on feedback and on the dispositions for teaching.
- A3.** Design a sequence of lessons including assessment strategies, approaches for catering for diverse learners and accompanying resource materials (including ICT) for senior secondary level of SOSE.

Course 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

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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.

Values:

- V1.** 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:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	PSTs extend their understanding of learners, the nature of teaching and learning processes, and of the strategies, concepts, content and structure of the SOSE discipline.	High
Critical, creative and enquiring learners	PSTs extend their ability to implement ways of thinking that enable them to pay critical attention to teaching and learning issues, and respond creatively in order to become inquirers into their own practice.	High
Capable, flexible and work ready	Through completing this course PSTs extend their professional knowledge, understandings and skills that enable them to be effective teachers of SOSE, particularly at senior secondary level.	High
Responsible, ethical and engaged citizens	PSTs extend understandings of social and civic responsibilities and ways that these can be fostered through the teaching of SOSE.	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K7, S4, A1 APST 2.1	Construct a profile of an effective SOSE teacher based on an interview and classroom observations and including references to teaching and assessment strategies, philosophical perspectives and professional learning	Teacher profile	15-25%

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, K6, S2, S3, S5, A2 APST 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.2	Conduct a professional learning presentation delivered to peers that demonstrates knowledge of the concepts, content and structure of SOSE at senior secondary level, which draws on core teaching practices and the teaching of subject-specific literacy and numeracy and includes a critical self-evaluation based on feedback and on the dispositions for teaching.	Oral presentation and self reflection	30-40%
K1, K2, K3, K4, K5, K6, S1, S2, S3, A3 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 including assessment strategies, approaches for catering for diverse learners and accompanying resource materials (including ICT) for senior secondary level of SOSE.	Curriculum Design	40-50%

Adopted Reference Style:

APA