Course Outline (Higher Education)

School:	School of Education
Course Title:	PEDAGOGY FOR PRIMARY HUMANITIES
Course ID:	EDMAS6044
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070103

Description of the Course :

This course is designed for post graduate students to explore contemporary theory of teaching and learning that supports critical and reflective pedagogy for the Humanities. It includes how the humanities are taught and planned for in effective ways including inquiry, theme-based and/or integrated learning approaches, and the major disciplinary areas of Geography, History, Civics and Citizenship, Economics and Business. It draws on concepts such as active citizenship, sustainability and interdisciplinary thinking with a major focus on how events shape places and society. It gives postgraduate students the knowledge and skills to highlight general capabilities of critical and creative thinking, ethical behaviour and intercultural understandings to teach humanities in the primary setting. The course also develops understandings of how educators can embrace diversity and intercultural understanding and teach for social justice. As they develop effective teaching pedagogies pre-service teachers will examine how students can learn to relate to, evaluate, make informed judgements on, respond to, express and enact their experiences of the world for the common good, whether local or global, and understand how our world is interconnected

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

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:

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

Learning Outcomes:

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Knowledge:

K1. Examine and critique current teaching and learning theory. Demonstrate its application in planning and pedagogy for humanities and social science in ways responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds

K2. Understand discipline-specific concepts and curriculum structure and content for humanities and social science. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities

K3. Recognise social, cultural, geographical, historical, economic and political human forces shape lives, communities, places and schools. Articulate the ways humanities and social science offer fundamental understandings of human behaviour and interactions in these contexts

K4. Examine and reflect upon a range of cultural experiences within Australia - including Aboriginal and Torres Strait Islander - histories and cultures, and the ways in which many cultures have changed the nature of Australian society and global communities

Skills:

S1. Demonstrate knowledge and understanding of the concepts, substance and structure of the curriculum content and teaching strategies to effectively teach humanities in the primary setting and identify strategies to support inclusive student participation and engagement in classroom activities

S2. Demonstrate a capacity to plan units of work using knowledge of student learning, effective teaching to reflect a critical, inquiry-based and learner-centred approach to teaching and learning

S3. Integrate cross-curricular knowledge and the general capabilities of critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding with disciplinary content knowledge in Humanities planning and programming

S4. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning

S5. Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities

Application of knowledge and skills:

A1. Plan effective lessons and unit sequences in the humanities and social sciences while demonstrating theoretical knowledge of effective student learning using a range of resources including information and communication technology

A2. Apply discipline-specific understanding of the humanities and social sciences to lesson plans and unit sequences

A3. Demonstrate application of key purposes of humanities and social sciences teaching - to help students make sense of their world and culture; to critically question and analyse ideas, meanings and claims; to evaluate and respond to issues and values at play in their world; and to enact active citizenship out of their own informed judgements

Course Content:

Topics may include:

- Key theoretical and pedagogical theory for effective teaching, learning and assessment of humanities and social sciences education including methods to support learners to explore and make sense of their world, to handle controversial issues and to use information and learning technologies appropriately
- Structure, sequencing and content of curriculum documents, application of inquiry-based learning to plan lessons and units

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- Discipline-specific methods for history, geography, economics/business, and civics and citizenship education. Imaginative teaching approaches for the humanities and social sciences
- Inter-disciplinary integration to enhance student understanding of the world
- Theoretical, socio-cultural and pedagogical viewpoints and strategies to support themes of Indigenous Australia, environmental sustainability, and Asia and the world
- Meaningful, socially inclusive, democratic classrooms to engage students with local, global, social, cultural, economic, political and geographical contexts
- Contemporary challenges and opportunities available to express and enact active citizenship in response to them

Values:

V1. Develop understanding of democratic practice in classrooms including equity for students of diverse backgrounds and how teachers might contribute to social justice

V2. Recognise and respect sound inquiry that considers the values, interests and perspectives of multiple stakeholders in historical, local, national and global contexts

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 students and teachers being active citizens who contribute to the well-being of the world including its natural and social environments

V5. Reflect critically on inquiry approaches that draw upon student experiences and lead to enjoyment and enthusiasm for teaching humanities and social sciences

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	Students gain knowledge, skills and competence to apply sound learning theory that supports effective, engaging and culturally appropriate teaching of humanities disciplines.	High
Critical, creative and enquiring learners	Students apply a thoughtful, imaginative, critical inquiry approach to pedagogy for the humanities that is theoretically well-founded.	High
Capable, flexible and work ready	Students develop communication skills and openness to sound inquiry that is pertinent to all levels of primary education. They learn critical reading, thinking and applied reasoning skills transferable to a range of study, employment and personal contexts.	High
Responsible, ethical and engaged citizens	In learning to teach contemporary approaches to the humanities and social sciences, they develop a capacity to apply purposeful learning of active citizenship. The focus on inquiry involves responsible, ethical, critical, informed and reasoned debate on ideas and issues.	High

Learning Task and Assessment:

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Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S2 A1, A2 APST 1.2, 1.3, 1.5 2.1, 2.2, 2.3 3.3, 3.4, 3.6 4.1, 4.2	Research, plan and present an 'Engage' or 'Tuning in' lesson/experience related to a social issue or place based in the humanities. Produce a video/written summary of the presentation, and a personal reflection. Complete a peer evaluation of observed teaching practice.	Group peer presentation and Individual critical peer evaluation	40-60%
K1, K2, K3, K4 S1, S2 A1, A2 APST 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1	Develop an integrated unit of work involving inquiry, based on humanities curriculum including general concepts, and capabilities. The unit is required to demonstrate a context–based rationale, effective teaching strategies, learning sequences and assessment tasks and criteria.	Integrated inquiry curriculum unit of work.	40-60%
K1, K2, K3, K4 S1, S4 A3 APST 1.1, 1.2, 2.1 3.3, 3.4	Engagement, reflection and/or response to online learning tasks.	Hurdle task	S/N

Adopted Reference Style:

APA

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Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.1 Physical, social and intellectual development and characteristics of students	Yes	Advanced
1.2 Understand how students learn	Yes	Advanced
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Yes	Advanced
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Yes	Advanced
2 - Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area	Yes	Advanced
2 - Know the content and how to teach it		
2.2 Content selection and organisation	Yes	Advanced
2 - Know the content and how to teach it		
2.3 Curriculum, assessment and reporting	Yes	Advanced
Professional Practice		
3 - Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals	Yes	Advanced
3 - Plan for and implement effective teaching and learning		
3.2 Plan, structure and sequence learning programs	Yes	Advanced
3 - Plan for and implement effective teaching and learning		

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3.3 Use teaching strategies	Yes	Advanced

3 - Plan for and implement effective teaching and learning

3.4 Select and use resources	Yes	Advanced

4 - Create and maintain supportive and safe learning environments

4.1 Support student participation	Yes	Advanced

4 - Create and maintain supportive and safe learning environments

4.2 Manage classroom activities	Yes	Advanced

5 - Assess, provide feedback and report on student learning

5.1 Assess student learning	Yes	Advanced