

## EDUC2036: Specialist Studies in History 1

Callaghan and Ourimbah  
Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

In this course students will explore the role and value of History education; lesson planning and programming for Stage 4/5 History; course and assessment requirements; the literacy and numeracy demands of History as an area of study; strategies, technologies and resources for teaching and assessing History; processes of historical investigation and inquiry; key historical concepts; and ways of differentiating curriculum to meet the diverse needs of learners. Attention will also be given to civics and citizenship education, and strategies for teaching about Australia's social, political and cultural history.

### Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

### Contact Hours

#### Integrated Learning Session

Online  
6 hour(s) per Term Full Term  
Integrated Learning will typically consist of a series of online activities.

#### Lecture

Face to Face On Campus  
1 hour(s) per Week for 8 Weeks

#### Tutorial

Face to Face On Campus  
2 hour(s) per Week for 8 Weeks

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan and Ourimbah</b> Associate Professor Heather Sharp Lecturer and Tutor Heather.Sharp@newcastle.edu.au 02 4921 8700 Consultation - Please email for a zoom or face to face appointment I am to answer emails within two (2) business days; you are welcome to send me a reminder email if you do not receive a response.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428  <b>School of Education</b> HO1.43 Humanities Building Ourimbah Education@newcastle.edu.au +61 2 4349 4962 / 4934

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• The principles and practices of teaching and learning History in secondary schools.</li><li>• The role and value of History education in contemporary society and the broader school curriculum.</li><li>• Lesson planning and programming for Stage 4/5 History curriculum.</li><li>• Course and assessment requirements for Stage 4/5 History.</li><li>• The literacy and numeracy demands of History as an area of study.</li><li>• Strategies, technologies and resources for teaching and assessing History.</li><li>• Processes of historical investigation and inquiry.</li><li>• Key historical concepts (such as sources, evidence, explanation and interpretation).</li><li>• Differentiating curriculum to meet the diverse needs of learners in the History classroom.</li><li>• The role of History in civics and citizenship education.</li><li>• Approaches for teaching about Australian and Aboriginal social, political and cultural history.</li></ul>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Articulate the role and value of History education in contemporary society and the broader school curriculum;</li><li>2. Develop lesson plans, programs and assessment tasks for Stage 4/5 History curriculum;</li><li>3. Support the literacy and numeracy demands of History as an area of study;</li><li>4. Differentiate the curriculum to meet the diverse needs of learners in the History classroom;</li><li>5. Use a range of strategies, technologies and resources for teaching and assessing History;</li><li>6. Define processes of historical investigation and inquiry;</li></ol>

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7. Explain key historical concepts (such as sources, evidence, explanation and interpretation);

8. Discuss the role of History in civics and citizenship education; and

9. Select appropriate strategies for teaching about Australian and Aboriginal social, political and cultural history.

## Course Materials

### Recommended Text:

Please see Canvas for recommended weekly readings.

### Required Reading:

Sharp, H., Dallimore, J., Bedford, A., Kerby, M., Goulding, J., Heath, T.C., et al., (2021). *Teaching secondary history*, Cambridge University Press.

Board of Studies NSW. (2012). *History K-10 Syllabus*. Sydney: Board of Studies NSW.  
Additional weekly required readings, as per course schedule, will be available via Canvas

# SCHEDULE

Week	Topic	Readings	Focus Questions
1	History and historical inquiry	Seixas and Peck (2004) Textbook: Chapter 1 Textbook: Chapter 5	What is the role of historical inquiry in the classroom?  <i>Creating narratives from artefacts and ephemera.</i>
2	Primary and secondary sources in the classroom	Barton (2005) Textbook: Chapter 7 (pp. 166-170)	What are effective ways to use primary and secondary sources in the classroom?  <i>Supporting students with source analysis. Exemplar presentation</i>  How can we ask good questions?  <i>Turning sources into evidence; scaffolding thinking</i>
3	Chronology, continuity and change	Vella (2011) Textbook: Chapter 2 Textbook pp. 87-90	What is the purpose of planning and how do teachers plan?  <i>Using backwards mapping to effectively plan for teaching and assessment.</i>
4	Perspectives and interpretations	Cassedy et al. (2011) Textbook: Chapter 6	What considerations do I need to keep in mind when planning a unit of work?  <i>Designing and incorporating assessment tasks, sample script marking.</i>
5	Research, explanation (cause and effect) and communication	Chapman (2003) Textbook: Chapter 7 and 8	<i>What does a good lesson design look like?</i>  Working backwards from assessment to lesson planning including differentiation (general capabilities and cross curriculum priorities) and personalised learning.  <i>How can AI be used positively in the history classroom?</i>  Using ChatGPT to create a lesson plan.
6	Historical media, historical literacy and epistemic cognition	Donnelly (2016) Textbook: Chapter 12	How can I be a teacher researcher?  <i>Using multiple sources to support students as learners and students as researchers: archives (eg Trove, NLA, NAA, AWM, SJM), virtual historical narratives, ICT in the classroom, online museums, iMovie, and VR/AR.</i>

7	Historical empathy and empathetic understanding	Yilmaz (2007) Textbook: Chapter 4	What is historical empathy and how can we broach this in the classroom?  <i>Approaches to historical understanding: developmental models and History education.</i>
8	Australian history, historical significance and contestability	Hunt (2002) Textbook: Chapter 3 Textbook: Chapter 9	How can we teach history as a narrative inquiry?  <i>History teaching as history: Samples of past Historical curriculums (and use of textbooks).</i>

## ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Unit Plan and Assessment Presentation	Task 1: Due Friday Week 4, 11:59pm (online presentation and A4 Summary Sheet) Task 2: Due Friday Week 10, 11:59pm (unit plan and lesson plans)	Individual	60%	2, 3, 4, 5, 6, 7
2	Formal Examination	Formal Exam Period	Individual	40%	1, 2, 3, 4, 5, 6, 7, 8, 9

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Unit Plan and Assessment Presentation

### Assessment Type Purpose

**Project**  
The unit planning and assessment presentation tasks provide opportunities for you to develop your understanding of the international research that informs the teaching and learning of history in schools. You will also gain feedback on your attempts to develop curriculum using the NSW 7-10 History Syllabus.

### Description

This assignment has two separate components.

### Part 1 - Assessment Presentation (individual with a group component) (20%)

**Presentation Requirement:** You must present Task 1 for your allocated presentation topic, established during the first week of tutorials.

**Context:** Imagine you have been asked by your Head Teacher to re-invigorate the learning activities for one of your units, ensuring that the activity could be used as an assessment task to evaluate students' capacity to perform a particular historical skill or demonstrate their understanding of a specific historical concept.

Step 1) You will be assigned one of the weekly readings for the course that focuses on a skill or concept from the NSW 7-10 Syllabus for the *Australian Curriculum: History*.

Step 2) Summarise the key findings of your assigned reading with regard to the identified skill or concept in a single A4 Summary Sheet you can distribute to your peers via the discussion board.

Step 3) Design an in-class learning activity that could double as an assessment task, that would provide students with an opportunity to demonstrate their understanding of the skill or concept (on a single A4 page only). You are *not* required to design a rubric for this task. The learning activity you design must *not* replicate the activities already outlined in the reading, and must demonstrate your capacity for original thought. The format will be a *Focused Learning Episode* template that you will be provided with on Canvas.

Step 4) Present the key findings and task you have designed. You will record a 3-5 minute engaging presentation (you can use powerpoint, prezi, a light board, or another information communication technology) providing a synopsis of the key points of your assigned reading and an explanation of your activity. You will then upload both the presentation and the summary sheet with activity to the designated discussion board group.

Step 5) Give and receive peer feedback on your task design (in terms of its ability to assess the skill or concept identified) from other members of your group (4-5 students per discussion board group). Your marker will also mark your A4 Summary Sheet, and will provide feedback. Your mark will be constituted by a maximum of 10 marks from your tutor, and a maximum of 10 marks from the average of your peers' scores.

### **Part 2 - Unit of Work (individual) (40%)**

Step 1) Design a 6-week unit of work for a topic from the current NSW 7-10 History Syllabus. Your unit should focus on:

- \* the key concepts and skills as they intersect with your selected topic;
- \* generating essential questions that drive learning for each 'week' of lessons;
- \* outline at least one formative and one summative assessment during the unit, that provide opportunities to develop valid inferences about student learning (of content PLUS either skills and/or concepts);
- \* provide compelling activities and a logical lesson sequence that engages students, and assists them to explore key ideas;
- \* identify and provide complete reference to all the resources that need to be used in lesson activities;
- \* provide a sample of one week of complete lesson resources (this can be any week from your unit plan).

An example unit will be provided on Blackboard, and tutorials will support your understanding of how to design effective history lessons.

Important Conditions:

The Syllabus-related topic selected for Assignment 1 Task 1 and Task 2 must be different.

You **cannot** select: Depth Study 1: Investigating the Ancient Past as this unit is typically delivered in only three weeks of class time; OR  
Core Study: Depth Study 3: Australians at War: World Wars I and II (1914,1918, 1939,1945) as this unit would take longer to cover adequately than the six (6) week structure you are required to use.

**Weighting**  
**Length**  
**Due Date**

60%  
See details in task description.  
Task 1: Due Friday Week 4, 11:59PM  
Task 2: Due Friday Week 10, 11:59PM.  
Via Canvas

**Submission Method**

<b>Assessment Criteria</b>	Task 1: Presented online (url link provided eg to youtube or direct upload) and submitted via a thread on the discussion board.
	Task 2: Online, via Turnitin Portal
<b>Return Method</b>	Task 1 Criteria: Depth of understanding of content; quality of handout; validity of the activity/assessment task.
	Task 2 Criteria: Focus on concepts and skills relevant to the unit; provide inquiry questions appropriate for the topic; design relevant assessments that provide some information about student learning; provide logically sequenced lessons; provide high quality resources.
<b>Feedback Provided</b>	Online
	Online

## Assessment 2 - Formal Examination

<b>Assessment Type</b>	Formal Examination
<b>Purpose</b>	The formal exam provides an opportunity for students to independently demonstrate their understanding of the key skills and concepts at the core of history teaching and learning.
<b>Description</b>	The exam will consist of a set of tasks connected explicitly to the course outcomes. Tasks may be conceptual (related to course content) or applied (related to practical pedagogical and lesson design).
	During the exam you may be asked to: <ul style="list-style-type: none"> <li>* Articulate the role and value of History education in contemporary society and the broader school curriculum;</li> <li>* Develop or modify lesson plans using a variety of strategies and resources, or assessment tasks for Stage 4/5 History curriculum;</li> <li>* Develop activities to support the literacy and numeracy needs of History students;</li> <li>* Differentiate tasks to meet the diverse needs of learners in the History classroom;</li> <li>* Define processes of historical investigation and inquiry;</li> <li>* Explain key historical concepts (such as sources, evidence, explanation and interpretation);</li> <li>* Discuss the role of History in civics and citizenship education; and/or to</li> <li>* Articulate appropriate strategies for teaching about Australian and Aboriginal social, political and cultural history.</li> </ul>
<b>Weighting</b>	40%
<b>Length</b>	2 hours
<b>Due Date</b>	Formal Exam Period
<b>Submission Method</b>	Formal Exam
<b>Assessment Criteria</b>	* Accurate understanding of concepts
	* Appropriateness of selected lesson & pedagogical design methods
<b>Return Method</b>	* Fidelity to lesson and pedagogical design principles in task articulation
	Not Returned
<b>Feedback Provided</b>	No Feedback - Not Returned.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.

50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

#### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Face to Face: Communication will be provided via face to face meetings or supervision.

#### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

#### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

#### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

#### Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

#### Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.



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**Other Information**

This course is built upon a "Cognitive Apprenticeship" model of teaching and learning (first articulated by Collins, Brown & Duguid, 1987). The Cognitive Apprenticeship approach attempts to make the invisible thinking of the expert, visible to the novice. It does this by working through three phases consisting of modelling, guiding, and fading. The modelling phase consists of an expert explicitly instructing novices through explication and demonstration. The guiding phase consists of an expert coaching and scaffolding the novices' attempts to engage in expert practice. The fading phase consists of providing opportunities for the novice to demonstrate their ability to engage in expert practice independently. See the following Wikipedia entry for a better understanding of the model: [https://en.wikipedia.org/wiki/Cognitive\\_apprenticeship](https://en.wikipedia.org/wiki/Cognitive_apprenticeship)

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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