



## OVERVIEW

### Virtual Zoom Tour into Nepal

**Course Description** This course will address intercultural understanding by enabling students to undertake a Virtual Zoom tour of schools and classrooms in Nepal. Students will engage in Work Integrated Learning in these situations. Students will develop skills in cultural awareness before they commence Zoom teaching in conversational English and will reflect on the growth or otherwise of these understandings during and after they undertake teaching of conversational English into classrooms via Zoom. The course will directly address the ACARA Australian Curriculum General Capability of Intercultural Understanding and the Sustainability perspective of the Australian curriculum.

**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 201.

Students must be active in one of the programs:

- Master Teaching (Secondary) [11715]
- Bachelor of Teaching (Primary)/Bachelor of Arts [12215]
- Bachelor of Arts / B Laws (Honours) [12340]
- Bachelor of Teaching (Early Childhood and Primary) (Hons) [12366]
- Bachelor of Teaching (Health and Physical Education) (Hons) [12367]
- Bachelor of Teaching (Humanities) (Hons) [12368]
- Bachelor of Teaching (Fine Art)(Honours) [12369]
- Bachelor of Teaching (Health and Physical Education) (Hons) [12370]
- Bachelor of Teaching (Mathematics) (Hons) [12371]
- Bachelor of Teaching (Science) (Honours) [12372]
- Bachelor of Teaching (Technology) (Hons) [12373]
- Bachelor of Arts [40096]
- Bachelor of Education (Early Childhood and Primary) [40105]
- Bachelor of Education (Primary) [40106]
- Bachelor of Education (Secondary) [40107]
- Bachelor of Education (Secondary) (Hons) [40108]
- Bachelor of Education (Early Childhood and Primary) (Hons) [40109]
- Bachelor of Education (Primary) (Hons) [40110]
- Bachelor of Music / Bachelor of Arts [40120]

# COURSE OUTLINE

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<b>Assumed Knowledge</b>	Minimum of 160 units of undergraduate study
<b>Contact Hours</b>	<b>Field Study/Zoom Teaching</b>  Approximately 10 hour(s) per Full Term Participation in Weekly Zoom teaching plus lesson preparation (each lesson approximately 40 minutes). *Fieldwork hours may be subject to change, please refer to your specific course outline.  <b>Lecture</b> 3 x 2 hours lectures via Zoom 6 hour(s) per Term Full Term starting Week 1 *Lecture hours may be subject to change, please refer to your specific course outline  <b>Online Activity</b> Online 4 hour(s) per Full Term Online interactions with lecturer, multiple sessions to total 4 hours
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

## CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Associate Professor Heather Sharp <a href="mailto:Heather.Sharp@newcastle.edu.au">Heather.Sharp@newcastle.edu.au</a> 02 4921 8700 Consultation: please email for an appointment for course related matters and for France and Belgium Study Tour questions.
<b>Teaching Staff</b>	Racheal Arthur-Kelly Racheal.Kelly@newcastle.edu.au Consultation: please email for an appointment for Nepal Study Tour questions.
<b>School Office</b>	<b>School of Education</b> V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

## SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• Cultural awareness of Nepal including some basic language, literature, history, geography and cultural studies.</li><li>• Participating in activities with students and/or teachers in Nepal via Zoom, usually leading and assisting in teaching classes and also meeting and engaging with members of the teaching profession there.</li><li>• Reflecting on experiences in terms of good teaching principles from an Australian perspective but also acknowledging how others may see differently.</li><li>• Reflecting on the barriers and supports that influence intercultural understanding.</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> 1. Develop cultural awareness of Nepal including some basic language, literature, history, geography and cultural studies.

2. Participate in activities via Zoom with students and/or teachers in Nepal, usually leading and assisting in teaching classes and also meeting and engaging with members of the teaching profession there.
3. Reflect on their experiences in terms of good teaching principles from an Australian perspective but also acknowledging how others may see teaching differently.
4. Reflect on the barriers and supports that influence intercultural understanding.

## SCHEDULE

The lecturer will provide a series of dates and access details for Zoom lectures, plus negotiate individually suitable times for Zoom teaching sessions into Nepal.

## 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	Task 1	During Zoom teaching - refer to the specific details below.	Individual	50%	2, 3
2	Task 2	After Zoom teaching - refer to the specific details below.	Individual	50%	1, 4

### 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 - Task 1

### Assessment Type

Essay or Powerpoint Presentation: Learning about Nepali life

### Purpose

The purpose of this assignment is to allow students to demonstrate their emerging cultural awareness and understanding of Nepal.

### Description

Students will develop a written essay or visual demonstration of their investigation into and understanding of Nepal. Task: Choose two of the following four areas to explore; -Religion and spirituality in Nepal -Nepali schools and education system -Home and community life in Nepal -Traditions and festivals of Nepal. As part of this exploration, make sure to include at least one paragraph about the importance of inter-cultural competence and sensitivity when investigating Nepali culture.

### Weighting

50%

### Length

2000 words or equivalent

### Due Date

Wednesday 24<sup>th</sup> April, 5pm

### Submission Method

Online/email per direct submission to lecturer Racheal.Kelly@newcastle.edu.au

### Assessment Criteria

1. Evidence of cultural awareness of Nepal (20 marks),
2. Evidence of making links between cultural awareness, inter-cultural competence and sensitivity (20 marks).
3. Professional standard of written English and consistent and accurate use of APA (10 marks).

### Return Method

Online

### Feedback Provided

Online

## Assessment 2 - Task 2

<b>Assessment Type</b>	Portfolio from virtual teaching into a Nepali classroom
<b>Purpose</b>	For this task students are required to reflect deeply on the nature of the teaching and learning experiences they had during the virtual teaching phase of the course.
<b>Description</b>	Students will submit 3 lesson plans and the accompanying Powerpoints including a lesson reflection of around 200 words for each lesson that highlights what worked well and how you would adapt for the next lesson. The lessons need to be student centred and provide many opportunities for conversational interaction.
<b>Weighting</b>	50%
<b>Length</b>	2000 words or equivalent (3 lesson plans, 3 powerpoints and 3 reflections)
<b>Due Date</b>	Due Fri 28th June 5 pm
<b>Submission Method</b>	Online/ email per direct submission to lecturer Racheal.Kelly@newcastle.edu.au
<b>Assessment Criteria</b>	Quality of lesson plans and Powerpoint slideshows relevant to a classroom in Nepal (20 marks) Quality of reflections on lessons delivered and issues experienced during virtual teaching with respect to intercultural sensitivity and understanding (20 marks) Professional standard of written English and presentation of task (10 marks)
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## 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: online lectures, email and Zoom sessions.

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<b>Course Evaluation</b>	Ongoing evaluation.
<b>Oral Interviews</b>	As part of the evaluation process of any assessment item in this course an oral examination 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 <a href="#">Oral Examination Guidelines</a> . 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 <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	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 <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	<p>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:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>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;</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Important Policy Information</b>	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*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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