

EDUC4136: Specialist Studies in History 2

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course explores the principles and practices of teaching and learning senior History in New South Wales schools. Students will explore lesson planning and programming for Stage 6 Ancient, Modern and Extension History; course and assessment requirements of the NSW Higher School Certificate for the various Stage 6 History offerings; strategies, technologies and resources for teaching and assessing senior History; and current issues and trends related to the teaching of History in schools. Particular attention will also be given to important historiographic traditions, ideas, processes and debates, and their significance in the investigating, writing, teaching and learning of 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
Zoom
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

CONTACTS

Course Coordinator	Callaghan Dr Emma Shaw Emma.Shaw@newcastle.edu.au (02) 40553024 Consultation: Please email for an appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education VG30 V Building Callaghan +61 2 4921 6428 Education@newcastle.edu.au

SYLLABUS

Course Content	<ul style="list-style-type: none">Principles and practices of teaching and learning Stage 6 History in New South Wales schools.Lesson planning and programming for Stage 6 Ancient, Modern and Extension History.Course and assessment requirements of the NSW Higher School Certificate for Stage 6 Ancient, Modern and Extension History.Strategies, technologies and resources for teaching and assessing Stage 6 History.Current issues and trends related to the teaching of History in schools.Historiographic traditions, ideas, processes and debates, and their significance in the investigating, writing, teaching and learning of History.
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Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">Develop lesson plans, programs and assessment tasks for Stage 6 Ancient, Modern and Extension History;Use a range of strategies, technologies and resources for teaching and assessing Stage 6 History;Discuss current issues and trends related to the teaching of History in schools; andUnderstand important historiographic traditions, ideas, processes and debates, and their significance in the investigating, writing, teaching and learning of History.
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Course Materials	<p>Lecture Materials:</p> <ul style="list-style-type: none">Lecture material will be available on Canvas prior to the lecture delivery. <p>Required Reading:</p> <ul style="list-style-type: none">Taylor, T., & Young, C. (2003). Making history: A guide for the teaching and learning of history in Australian schools. Curriculum Corporation: Carlton South, VIC. [Available through Short Loans]History for Those New to Teaching the Subject (2010) NSW Dept of Education and Training [Available through Short Loans]A selection of readings will be provided via Canvas in addition to the above texts.Students are to access the appropriate syllabus documents and support material from NESA NSW. [Available online]: http://syllabus.nesa.nsw.edu.au/hsie/
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A further reading list and resources will be available on Canvas.

Recommended Text:

- Allender, T., Clark, A. & Parkes, R. (2019). *Historical thinking for history teachers: A new approach to engaging students and developing historical consciousness*. Sydney: Allen & Unwin.
- Clark, A. (2022). *Making Australian History*. Victoria: Random House Australia.
- Sharp, H., Dallimore, J., Bedford, A., Kerby, M. & Goulding, J. (2021). *Teaching Secondary History*. Cambridge University Press
- Seixas, P & Morton, T. (2013). *The big six: Historical thinking concepts*. Toronto: Nelson Education. (Available at the Co-op Bookshop or on short loan from Library)

Other Resources:

Students are encouraged to become engaged with their profession by becoming members of their professional association. The History Teachers Association of NSW www.htansw.asn.au is an excellent resource. Other suggested resources are provided on Canvas.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Welcome and course overview Requirements and opportunities Teaching History in the Senior School	-Structural comparisons between Senior Ancient and Modern history; -Senior Ancient and Modern course structures; -Scope and sequencing	
2	4 March	Core strategies and approaches: High interest material or activity (HIM), inquiry, discussion, group work, cognitive apprenticeship model	Pre-tutorial activity (Sharing) – Scope and Sequence planner. Tutorial activities: The unit plan; Class discussion and group work	Pre-tutorial activity 1 – Scope and sequence (2 marks)
3	11 Mar	Assessment – aligning outcomes, teaching strategies and assessment for the HSC and Standards Referencing	Sharing – Class Discussion and group work Tutorial activities: Assessment schedules; The Standards Bands and work sample analysis to learn about marking to criteria, assessment moderation for supporting consistent and comparable judgements of student learning	Pre-tutorial activity 2 – Develop class discussion or group work (2 marks)
4	18 Mar	Historical representations: Museums and film in teaching history; Public history and public pedagogies as HIM	Sharing: Assessment task schedules for senior classes. Tutorial activities: Features of assessment task notifications; Providing effective feedback to work samples to improve student outcomes	Pre-tutorial activity 3 - Assessment schedule and data analysis exercise to evaluate and improve teaching using Smart Data (2 marks)
5	25 Mar	Historical concepts and how to teach them	Highlights of the unit plan presentations	Yes: Highlights of the unit plan presentations (20 marks)
6	1 Apr	Historical representation and extended reality – VR and AR; Simulation in history education; Ethical considerations of AI in the Senior history classroom	Virtual museum investigations – Simulation experiences and developing teaching activities; harnessing (and controlling!) Generative AI	Tutorial Activity 4 (2 marks)
7	8 Apr	Historiography & History Extension – What is history? Critical historical inquiry; Teaching research	Approaches to scope and sequencing History Extension - What is history? And how has this changed over time? Sharing: Planning to teach history extension What is history? Case studies	Unit plan due Friday 12 April (30 marks)
Mid Term Break				
8	29 Apr	Teaching the project - pathfinders The role of inquiry in History Extension and History teaching	History extension project analysis; The pathfinder as a research tool; Assignment 2 scaffold	Pre-tutorial activity 5 - Scope and sequence for History Extension (2 marks)
9	6 May	Optional museum excursion activity: Sydney Jewish Museum & Ramses & the Gold of the Pharaohs		
10	13 May			Assessment 2 due (17 May, 2024) (Essay, 30 marks; Pathfinder, 10 marks)
11	15 May			
12	22 May			
13	29 May			
Examination Period				

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	Work sample analysis and Unit Plan	Work sample presentations: In tutorials Week 5 Unit plans: Week 7 (12 April 2024)	Combination	50%	1, 2, 4
2	Project and reflective portfolio	The case study research project: Week 10 (17 May 2024) Portfolio: as per Learning Schedule	Individual	50%	1, 2, 3, 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 - Work sample analysis and Unit Plan

Assessment Type Purpose

Proposal / Plan

In this assignment you will explore and present the elements of effective unit planning and have a peer marking experience; develop an ability to explain planning decisions and demonstrate your capacity to collaborate to create a teaching program for a topic for Ancient or Modern History, based on the syllabuses. List A & B Case studies are not to be used.

Description

EDUC 4136 Assignment Descriptions for Course Outline

Part 1 – Work sample and unit presentation

It is envisaged that this assignment will be undertaken in pairs. In a 5 - 7 minute presentation, which will be supported by a presentation technology such as PowerPoint or Prezi, you and your partner are to present your unit of work for Ancient or Modern History. The unit should be a curriculum area in which you are seeking accreditation as a teacher in NSW and both partners need to be involved in the presentation.

You will briefly explain the general features of your unit such as scope and sequencing context, rationale for choice of topic and time frames. Most of the presentation will be spent highlighting at least two features of your detailed planning of the core strategies and approaches (a focus of Week 2 - HIM, inquiry, class discussion, group work, cognitive apprenticeship sequence) and assessment protocols (a focus of Week 3 and 4). Your work will need to be supported by reference to samples of your activities and these are to be posted to Canvas. This task will be peer marked and tutor moderated and is worth 20%.

Part 2: Unit Plan

This assignment will consist of the construction of a unit plan on a topic chosen from either the Ancient or Modern History Syllabus and it should be the same topic that was presented above. It should be a curriculum area in which you are seeking accreditation as a teacher in NSW. This assignment is to be done in pairs. You and your partner are to select an option from either Ancient History or Modern History (HSC or preliminary courses) and create the following:

- An overview that includes a detailed rationale for the unit that includes an indication of the outcomes that will be met upon completion of the unit, and a brief synopsis of each week in the sequence.
- Sections that address the literacy and numeracy demands of your subject area.
- An assessment schedule, that documents assessment tasks (formal and informal, diagnostic, formative and summative), that will occur throughout the unit. This includes, where relevant, assessment strategies in reading, writing, speaking, listening (literacy) and mathematics (numeracy). An outline/plan of how the unit will be assessed to improve student learning.

- A rationale for the type of feedback provided to students with regard to assessment task performance and a description of how the feedback is delivered.
- A range of suitable teaching strategies, technologies for enhancing student learning, and quality resources.

This task will be submitted through Turnitin on Canvas and is worth 30%.

Weighting	50%
Length	2000 words
Due Date	Work sample presentations: in tutorials Week 5 Unit plans: Week 7 (12 April, 2024)
Submission Method	Online – further information from tutor
Assessment Criteria	See assessment rubric on Canvas.
Return Method	Online
Feedback Provided	Online - Two weeks after submission. General feedback will be provided in class and individual feedback will be provided online.

Assessment 2 - Project and reflective portfolio

Assessment Type	Project
Purpose	This assignment has two parts. The purpose of this assignment is to integrate knowledge and understandings of the course material and demonstrate skills of application. Part 2 focuses on the History Extension course of the High School Certificate and assesses concepts, methodologies and challenges of teaching Extension.
Description	<p>Part 1 Integrated Learning: Students will undertake a number of short analytical responses to tasks related to course content and materials and share them via Canvas and in tutorials. To obtain these marks, students must complete the tasks, and attend the relevant tutorial (10 marks).</p> <p>Part 2 Research project: You are to undertake the preparation research for one of the case studies from History Extension as listed on page 29 of the History Extension syllabus. You are to write a 1000 word investigation in essay form of issues and debates of a selected case study (30 marks). This essay should address the case study general (page 30) and individual content (pages 31-38) and investigate the key questions of the History Extension course (page 27) in relation to the selected case study. Also, you are to create a research pathfinder, as explained in Week 8 lecture and tutorials, for your students to use as they research of the selected case study. The pathfinder will be approximately 500 words and is worth 10 marks. The pathfinder is to provide a guide for exploration of one of the content foci of the selected case study.</p>
Weighting	50%
Length	2000
Due Date	The case study research project: Week 10 (17 May 2024) Portfolio: as per Learning Schedule
Submission Method	Online - further information from tutors
Assessment Criteria	See rubric on Canvas.
Return Method	Online
Feedback Provided	Online - Two weeks after submission. General feedback will be emailed to the cohort and individual feedback will be given 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).

Attendance

Attendance/participation will be recorded in the following components:

- Integrated Learning Session (Method of recording: This course has 6 hours of integrated learning - these hours have been allocated for the pre-tutorial activities and the discussion board postings and are part of the learning timetable. Engagement is required to meet course learning outcomes.)
- Lecture (Method of recording: Lectures will be delivered and recorded. Engagement with lecture material is required to meet course learning outcomes.)
- Tutorial (Method of recording: Rolls will be marked at each tutorial and attendance is required to meet course learning outcomes.)

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.
- Email: Students will receive communications via their student email account.
- 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. Please see the [Student Academic Integrity Policy](#) for more information.

**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](#)

**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](#) that support a safe and respectful environment at the University.

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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EDUC 4136 Assignment 1 Highlight of the Unit Presentation

Peer Marking Rubric

Presenters:

Topic:

Criteria	0 marks	1-2 marks	3-4 marks	5 marks	Marks
The presentation gives a clear context and overview of unit: general features such as timing, scope and sequence and rationale for choice	Little or no context or overview of unit.	Minimal context and overview of unit. Key elements may be missing or not addressed.	Sound attempt to provide a context and overview of the unit. All elements are addressed, but some may be limited.	High quality content and overview of the unit. All key elements addressed in appropriate detail.	
The presentation highlights at least two features of the unit plan and explains how these will be implemented and how they enhance the quality of the teaching and learning.	Does not present highlights, or only one highlight may be presented with limitations.	Selects at least two highlights but does not explain how they both will be used, and/or explain how they add to the quality of the teaching and learning experience.	Selects at least two highlights and provides some ways that both the selected highlights will be used and how they both add to the quality of the teaching and learning experience.	Convincingly explains how the selected highlights will be used and how they add to quality of the teaching and learning experience.	
The presentation of the highlights of the unit is augmented with detailed and interesting implementation examples	Does not presentation any implementation examples.	Make some attempt to present implementation examples, although this may be limited for one highlight.	Presents satisfactory implementation examples for both selected highlights.	Presents high quality and engaging implementation examples	
Professional level of presentation. Good voice, pace, eye contact, explanation skills, use of technologies and well timed.	Poor presentation skills are demonstrated	Some attention has been given to presentations skills.	Competent presentation skills	High level presentation skills.	
					/20

EDUC 4136 ASSESSMENT ONE

Unit of Work

FEEDBACK SHEET

STUDENTS: _____

RATING SCALE:

- | | |
|-------------------------|--|
| 5 - Exemplary | Very high standard of knowledge and application |
| 4 - Professional | Shows control and skill, with many strengths present |
| 3 - Adequate | On balance, strengths outweigh weaknesses |
| 2 - Developing | Need for revision and improvement |
| 1 - Emerging | Need for extensive revision and improvement |

Exemplary	Professional	Adequate	Developing	Emerging	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*This unit is well planned, addressing the prescriptions of the syllabus including timeframes, outcomes, content and assessment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* This unit uses a variety of teaching and learning strategies to teach content and develop skills and understandings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* This unit explicitly teaches conceptual understandings and gives opportunity for historical inquiry and addresses literacy and numeracy demands of the subject area.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* This unit demonstrates a variety of assessment types, both informal and formal, to improve student learning. Indicates type of feedback provided to students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	* This unit uses varied and interesting primary and secondary sources and references, including non-print texts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*This unit is engaging, motivating and challenging for senior students.

Total: /30

Comment:

Signed: _____ **Date:** _____

EDUC 4136 Assessment 2

Case study research essay

Marking Rubric

Grade/Mark	Descriptor
30-26 Exemplary	Plans, conducts and presents a well-written and well-structured essay, which presents substantial and comprehensive historical research into a History Extension case study. The essay comprehensively investigates the required content areas and addresses all historiographical issues presented in the key questions of History Extension. The essay demonstrates excellent understanding of the issues and debates. It is broadly referenced and uses an appropriate and consistent referencing style.
25-22 Adept	Plans, conducts and presents a competent essay, which presents thorough historical research into a History Extension case study. The essay investigates the required content areas and addresses all historiographical issues presented in the key questions of History Extension. The essay demonstrates a clear understanding of the issues and debates. It is well referenced and uses an appropriate referencing style with some consistency.
21-18 Proficient	Plans, conducts and presents an essay, which presents sound historical research into a History Extension case study. The essay makes an attempt to investigate the required content areas and is able to address some of the historiographical issues presented in the key questions of History Extension. The essay demonstrates some understanding of the issues and debates. It is adequately referenced and uses a referencing style.
17-12 Developing	Has some difficulty planning, conducting and presenting an essay on a case study in History Extension. The essay presents some historical research, but it does not make a coherent attempt to investigate all required content areas and is unable to address many of the historiographical issues presented in the key questions of History Extension. The essay may be poorly constructed and demonstrates a limited understanding of the issues and debates. It may have some referencing.
12-0 Inadequate	Has great difficulty planning, conducting and presenting an essay on a case study in History Extension. The essay presents little historical research that addresses the required content areas and is unable to adequately address many of the historiographical issues presented in the key questions of History Extension. The essay demonstrates little understanding of the issues and debates and is poorly referenced.

Comment:

Signed: _____

Date: _____

**EDUC 4136 Assignment 2
Pathfinder Marking Rubric**

Criteria	Developing 1-0	Fair 2	Proficient 3	Adept 4	Exemplary 5	Mark
The pathfinder provides a systematic search process (from ready reference to historical representations to community resources) and gives useful, timely and high quality advice on the research process.	Not arranged in a systematic way and little or no research advice.	Some attempt to arrange in a systematic way but this is not consistent. Limited research advice.	A reasonable attempt to provide a consistent systematic research guide. Gives some useful advice.	A consistent systematic research guide. Gives some useful and timely advice.	A clear and consistent systematic research guide. Gives useful, high quality and timely advice.	
The pathfinder uses a board range of accessible and useful references. It has an engaging and user-friendly layout incorporating visuals.	Very limited range of references. Layout not engaging or user friendly.	Limited range of references. Little attempt to engage or be user friendly. Maybe some visuals.	Adequate range of useful references. The layout attempts to be engaging and user friendly. Some use of visuals.	Board range of accessible and useful references. Engaging and user friendly layout, which incorporates visuals.	Very board range of accessible and useful references. Very engaging and user-friendly layout, which incorporates visuals.	
/10						