

School of Education **ation**

EDST6925

1. LOCATION

Faculty of Arts, Design & Architecture
School of Education
EDST6925

STUDENT LEARNING OUTCOMES

Outcome

3.6.1	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	2
4.2.1	Demonstrate the capacity to organise classroom activities and prDv	

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Lectures, tutorials, and assignments will cover a variety of approaches to teaching and learning in the Chemistry classroom. Emphasis will be placed on the relationship between the nature and practice of Chemistry, the role and value of Chemistry

6. COURSE CONTENT AND STRUCTURE

Module	Lecture	Tutorial
1	Introduction to course structure and requirements Developing contexts: (1) the value of Chemistry; (2) making Chemistry relevant in the broader school curriculum; and (3) incorporating the nature of scientific thinking, problem-solving techniques, planning, conducting, and communicating results of investigations What makes a good lesson?	Place of Chemistry across the continuum of learning in Science K-12

Additional readings

- Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.
- Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.
- Bryson, B. (2004) *A Short History of Nearly Everything*, Black Swan, London
- Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia
- Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann
- Hazzard, J. (2004) *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*
- Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia
- Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia
- Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes* pp 59-81. Oxford University Press, Melbourne.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Recommended websites

NESA

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian
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Assessment Details

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6925 CHEMISTRY METHOD 1

Student Name:
 Assessment Task 1: **Lesson plan, Year 11**

Student No.:

SPECIFIC CRITERIA	(-)	→	→	→	(+)
Understanding of the question or issue and the key concepts involved Rationale for lesson plan addresses the questions: what do I want the students to learn? why is it important? what strategies will I use? what assessment for learning strategies will I use to monitor progress? rationale supported using references indicating your professional reading					
Depth of analysis and/or critique in response to the task appropriate topic choice for the year group appropriate choice of outcomes and lesson content appropriate choice of context demonstrates knowledge of effective teaching and learning strategies appropriate selection of student activities depth of knowledge of the NSW syllabus documents and other relevant curriculum documents links between syllabus outcomes and the chosen activities evident					
Familiarity with and relevance of professional and/or research literature used to support response reference specifically to material, research and ideas presented in Chemistry method lectures					
Structure and organisation of the response appropriateness of overall structure of response clarity and coherence of organisation; logical sequence use of appropriate format					
Presentation of response according to appropriate academic and linguistic conventions clarity, consistency, and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length					
GENERAL COMMENTS					

Lecturer:
 Recommended: /20 Grade:

Date:
 Weighting: 40%

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST6925 CHEMISTRY METHOD 1

Student Name:
 Assessment Task 2: **Unit of work, Year 11 Chemistry**

Student No.:

SPECIFIC CRITERIA	(-) (+)					
Understanding of the question or issue and the key concepts involved understanding of the task, including both a rationale and a unit of work	<table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					

Depth of analysis and/or critique in response to the task

ability to plan and assess for effective learning by designing lesson sequences using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act, including a rationale that includes:

- a brief outline of the school and class context
- a statement of what students should learn students learn and why it is important
- a description and justification of choice of context
- justification of teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
- demonstration of how differentiation will support a diverse range of learners
- description of the prior knowledge students have to begin this unit and discussion of