



## COURSE OUTLINE

EDU739

# Teaching Junior Secondary Geography

**Course Coordinator:** Deborah Heck (dheck@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course builds your capacity to design and discern effective pedagogy within Geography for Years 7 -10. You organise and plan lessons using the Australian Curriculum for Geography, apply your knowledge, understanding and skills to interpret, evaluate and adapt learning, to engage Junior Secondary students. You will develop in-depth knowledge of how to integrate Aboriginal and Torres Strait Islander perspectives into learning activities and critically reflect on your developing teaching practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – Lecture - You are required to engage with an online scheduled lecture as well as online materials accessed through Blackboard.	1hr	Week 1	10 times
<b>Tutorial/Workshop</b> – A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including zoom.	2hrs	Week 1	10 times
<b>Online</b> – Lecture: You are required to engage with online lecture materials accessed through Blackboard prior to the scheduled online lecture.	2hrs	Week 1	10 times
<b>Independent Study/Research</b> – In addition to the lecture/tutorial/workshop hours and completion of assessment tasks, you are required to engage in self-directed learning using the course Blackboard materials and engage with current research/readings via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	10 times

### 1.3. Course Topics

Australian Curriculum junior secondary geography

Curriculum design and alignment of content, pedagogy and assessment

Lesson planning and sequencing using inquiry learning for junior secondary geography

Teaching and learning strategies that engage junior secondary geography including fieldwork and spatial technologies

Diagnostic, formative and summative assessment strategies and feedback in geography

Implementation of ICT, literacy, numeracy and cross-curricular themes and general capabilities in junior geography

Aboriginal perspectives and Torres Strait Islander perspectives of geographical knowledge

Strategies for differentiating teaching to meet the specific learning needs of students in geography

Developing identity as a junior geography teacher

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Apply and explain geography content and curriculum to year 7-10 geography teaching.	Knowledgeable Empowered	2.1 - Content and teaching strategies of the teaching area 2.4 - Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians 3.2 - Plan, structure and sequence learning programs
2 Apply and explain a range of teaching and learning strategies, literacy, numeracy, and ICT to engage students' diversity in junior geography.	Knowledgeable Creative and critical thinker Empowered	2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.3 - Use teaching strategies 3.4 - Select and use resources 4.1 - Support student participation 4.5 - Use ICT safely, responsibly and ethically
3 Plan and justify learning activities that use geographical inquiry to support student participation in achievable challenges.	Creative and critical thinker Empowered Engaged	2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 4.1 - Support student participation
4 Create and evaluate assessment tools to measure student learning and provide feedback on progress for teaching, learning and reporting.	Knowledgeable Empowered Engaged	2.3 - Curriculum, assessment and reporting 5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data
5 Explain and evaluate your developing identity as a junior secondary geography teacher.	Knowledgeable Creative and critical thinker	2.1 - Content and teaching strategies of the teaching area 3.2 - Plan, structure and sequence learning programs 4.1 - Support student participation 5.4 - Interpret student data

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program ED706 and a Geography Teaching area

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

It is expected that you will draw upon geography content knowledge to complete this course that you have studied prior to entry to this program.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

The first assessment task will provide early low weighted feedback on course progress.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral and Written Piece	Group	15%	Written - 70-minute lesson plan Oral – 15-minute lesson segment	Week 4	Online Assignment Submission with plagiarism check
All	2	Examination	Individual	35%	50 minutes	Week 7	In Class
All	3	Portfolio	Individual	50%	3000 words	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Teach a lesson

<b>GOAL:</b>	The goal of this task is to work as a teaching team to develop a lesson plan and present a lesson segment that explores Aboriginal and Torres Strait Islander histories and culture relevant for the year 9/10 geography classroom.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	<p>Oral: Week 4 lesson segment presentation – in class</p> <p>You will be allocated a topic and inquiry question connected with Aboriginal and Torres Strait Islander culture and history relevant for the year 9/10 geography classroom, as part of a small group, in the first tutorial. As a team, each member will contribute to developing a 70-minute lesson plan that applies and explains junior geography curriculum and content. The lesson will use inquiry pedagogy and teaching strategies to engage a diversity of students with achievable learning goals. The team will select a 15-minute segment of the lesson that:</p> <p>a) provides an opportunity for all group members to teach</p> <p>b) demonstrate oral communication skills and respect for Aboriginal and Torres Strait Islander histories and culture.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Apply and explain geography content and curriculum including Aboriginal and Torres Strait Islander histories, cultures and languages	1
	2	Create a lesson plan that applies geographical inquiry	3
	3	Oral communication skills appropriate for the audience	3
	4	Create professional and culturally respectful communication using credible sources	1 3 5

### All - Assessment Task 2: Examination

<b>GOAL:</b>	The goal of this task is to demonstrate your ability to apply and describe course topics.		
<b>PRODUCT:</b>	Examination		
<b>FORMAT:</b>	<p>An exam will provide you with the opportunity to provide evidence of your engagement with course topics. Including the following core topics:</p> <ul style="list-style-type: none"> <li>• Australian curriculum junior secondary geography</li> <li>• Curriculum design and alignment of content, pedagogy and assessment</li> <li>• Lesson planning and sequencing using inquiry learning for junior secondary geography</li> <li>• Teaching and learning strategies that engage junior secondary geography including fieldwork and spatial technologies</li> <li>• Diagnostic, formative and summative assessment strategies and feedback in geography</li> <li>• Implementation of ICT, literacy, numeracy and cross-curricular themes and general capabilities in junior geography</li> <li>• Aboriginal perspectives and Torres Strait Islander perspectives of geographical knowledge</li> <li>• Strategies for differentiating teaching to meet the specific learning needs of students in geography</li> <li>• Developing identity as a junior geography teacher</li> <li>• The exam will consist of multiple-choice and short answer questions on the course topics.</li> </ul> <p>The exam will consist of multiple choice and short answer questions.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Apply and describe geography content, curriculum, pedagogy and assessment to the work of teaching junior geography.	1 2 3 4 5
	2	Create communication using credible sources	1 2 3 4 5

### All - Assessment Task 3: Fieldwork teaching and assessment portfolio

<b>GOAL:</b>	The goal of this task is to demonstrate your application and evaluation of curriculum, pedagogy and assessment in junior secondary geography.
<b>PRODUCT:</b>	Portfolio
<b>FORMAT:</b>	<p>Create an inquiry-based summative fieldwork assessment task and rubric for your allocated school and year level. Evaluate how the task provides evidence to support reporting on aspects of junior geography's year level achievement standard. Identify possible school and classroom data and develop a sequence of three lessons that illustrate your approach to teaching junior geography content and skills related to the assessment task. Justify your pedagogical and assessment decision making based on the curriculum and academic literature. Finally, reflect on potential challenges you might face as a beginning teacher implementing the teaching and assessment planned.</p> <p>Your portfolio should describe and explain the following:</p> <ol style="list-style-type: none"> <li>1) The school content, year level, fieldwork location and aspect of the reporting standard to be assessed.</li> <li>2) Analyse the school profile and justify implications for engaging junior secondary geography students at this school.</li> <li>3) Identify the specific classroom level data that you would have available to you as a junior secondary geography teacher before the teaching and assessment commences for this task? Explain how you might use this data in your practice?</li> <li>4) Explain the fieldwork task and rubric you have designed and justify how it supports your work as a teacher.</li> <li>5) Identify and explain a sequence of three lessons that relate to the assessment that illustrate your application of:             <ol style="list-style-type: none"> <li>a. syllabus content knowledge</li> <li>b. discipline-specific pedagogy</li> <li>c. learning goals that create achievable challenges</li> <li>d. a range of teaching strategies and resources including literacy, numeracy and ICT</li> <li>e. student engagement and participation</li> </ol> </li> <li>6) Reflect on the challenges you might face as a beginning teacher implementing the fieldwork task and ways you might improve your teaching practice.</li> </ol>

CRITERIA:	No.	Learning Outcome assessed
	1	Apply and explain geography content and curriculum to fieldwork planning and assessment <span style="float: right;">1 5</span>
	2	Apply and explain a range of teaching and learning strategies, literacy and numeracy and use of ICT to engage students <span style="float: right;">2 5</span>
	3	Justify how the planned lesson sequence evidences inquiry pedagogy, student participation and achievable challenge <span style="float: right;">3 5</span>
	4	Evaluate the created assessment for use in teacher work <span style="float: right;">4 5</span>
	5	Create communication using credible sources <span style="float: right;">1 2 3 4 5</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Rob Gilbert,Libby Tudball,Peter Brett	2020	Teaching Humanities & Social Sciences	Cengage AU
Required	Barlow, S and Horyniak, A	2019	Dark emu in the classroom: Teacher resources for high school geography	Magabala Books Aboriginal Corporation

### 8.2. Specific requirements

It is expected that all students will have access to electronic devices and suitable internet access to engage with the course materials. Bring Your Own Device (BYOD) is necessary for each lecture and tutorial session. Access to a mobile device with a camera and microphone is recommended for participation in the online lecture. Exams will be undertaken using a BYOD.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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