



COURSE OUTLINE

EDU742 Teaching Senior Secondary History

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2021 | Semester 2

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

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary History curriculum. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including developing strategies for supporting literacy, numeracy and ICT learning within History.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – 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
Lecture – You are required to engage with a weekly 2 hour lecture, associated activities and required/recommended course reading materials accessed through Blackboard and using the required text.	2hrs	Week 1	10 times

1.3. Course Topics

- Queensland Senior history curriculums as devised by the Queensland Curriculum and Assessment Authority (hereafter QCAA)
- Curriculum design, planning and alignment of content, pedagogy and assessment for senior history
- Teaching and learning strategies for engagement of diverse learners in history
- Assessment, marking, moderation and reporting practices in senior history
- Historical inquiry skills for senior secondary students
- Integrating resources including information and communication technologies (ICT) into the history curriculum
- Literacy and numeracy in senior history
- Embedding Aboriginal and Torres Strait Islander histories, culture and knowledges in the senior history curriculum.

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
<p>1 Apply and explain knowledge of history content and historical inquiry and the Senior Secondary History curriculum.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs</p>
<p>2 Apply and explain a range of teaching and learning strategies, including ICT, that provide achievable challenges and engage the diversity of students in senior histories.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>2.2 - Content selection and organisation 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 4.1 - Support student participation 4.2 - Manage classroom activities 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Plan, create, evaluate and justify principles of assessment, moderation, feedback and reporting, that measure senior students' progress towards achievement standards in senior history.</p>	<p>Creative and critical thinker Empowered Engaged</p>	<p>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 5.5 - Report on student achievement</p>
<p>4 Evaluate and justify planning, resourcing, teaching strategies, ICT, literacy, numeracy and 21st century skills developed through senior History curriculum and historical inquiry.</p>	<p>Creative and critical thinker Ethical Engaged</p>	<p>2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 3.1 - Establish challenging learning goals 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources</p>

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 History Teaching area

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

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

During the week 3/4 tutorial, formative peer review process will occur for Task 1.

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	Written Piece	Individual	30%	1500 words	Week 5	Online Assignment Submission with plagiarism check and in class
All	2	Quiz/zes	Individual	20%	25 minutes	Week 6	Online Test (Quiz)
All	3	Oral and Written Piece	Individual	50%	3000 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Pedagogy for senior history assessment

GOAL:	The goal of this task is to demonstrate your ability to identify and apply senior history content, curriculum and teaching strategies for internal assessment.
PRODUCT:	Written Piece
FORMAT:	<p>Submit Monday Week 5, 9am.</p> <p>As a senior history teacher, you will be allocated in week one to a school that will form the context for this assessment task.</p> <p>You will be allocated a QCAA senior history summative internal assessment task. You will critically analyse this task to demonstrate your ability to apply your understanding of curriculum, pedagogy and assessment in Senior History.</p> <p>Your analysis will:</p> <ul style="list-style-type: none">• Identify how the selected summative assessment task connects to the final grade reported in this subject.• Critically analyse the sample task; identify the strengths and weaknesses of the task for the students at the allocated school based on the school profile, the syllabus and contemporary literature.• Explain and justify the quality assurance processes that relate to the design, development, marking and moderation of the selected summative task.• Identify and justify your teaching of one task-specific QCAA senior history assessment criterion to illustrate your knowledge of:<ul style="list-style-type: none">o scaffolding of assessment for your studentso syllabus content knowledgeo discipline-specific pedagogyo student engagement and participation

CRITERIA:	No.	Learning Outcome assessed
	1 Evaluate and justify History content and curriculum documents for assessment.	3
	2 Apply and explain senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary history skills development.	1 2 3
	3 Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.	1 2 3

All - Assessment Task 2: The Senior Secondary Quiz

GOAL:	The goal of this task is to describe and explain the senior secondary lecture topics.	
PRODUCT:	Quiz/zes	
FORMAT:	<p>You will participate in a 25 -minute online Quiz during your lecture in week 6 to demonstrate your understanding of senior secondary curriculum. 20 questions will cover topics from the Senior Secondary Lecture Series including:</p> <ul style="list-style-type: none"> • History of senior schooling in Queensland • Types of senior secondary syllabuses • Role of cognitive verbs in senior secondary syllabuses and assessment • Curriculum design and alignment • ATAR and QCE processes for senior secondary • Access and reasonable adjustment for senior secondary assessment • Diagnostic, formative, summative assessment and reporting in senior secondary • Summative assessment feedback and moderation practices in senior secondary • The role of literacy and numeracy and 21st-century skills in senior secondary <p>You will require access to your own mobile device to undertake the examination during the lecture time.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Identify and describe senior secondary curriculum, teaching strategies, assessment, moderation and reporting practices.	1 2 3 4

All - Assessment Task 3: Senior history learning sequence and lesson plan, plus presentation

GOAL:	The goal of this task is to demonstrate your ability to develop a historical inquiry sequence and write a lesson plan that identifies a set of resources and teaching strategies that are connected to the lesson. Teach a segment of the lesson and engage actively in a process of peer review of your own lesson and your colleagues.	
PRODUCT:	Oral and Written Piece	
FORMAT:	<p>Submit: Written Friday Week 10, 9am; oral presentations during lecture/tutorials Week 9/10.</p> <p>Critically analyse the Senior History curriculum to identify an inquiry topic from your chosen syllabus. You will design a four-lesson learning sequence (based on a sample QCAA Teaching, Learning and Assessment Plan) for the inquiry topic.</p> <p>Your learning sequence must include the following components:</p> <ul style="list-style-type: none"> • Rationale (introduce the inquiry topic and locate it in the 2019 syllabus), identifying learning goals and cognitive verbs. • Resources, including use of ICT to enhance learning • Considerations for diversity, including Aboriginal and Torres Strait Islander students and their histories • Considerations for differentiation for the context of your allocated school • Timely formative feedback mechanisms throughout the course, and evaluation of student data to inform teaching • Intended summative assessment task and conditions as specified in the syllabus • A statement of intended reporting of summative feedback to students and parents • Use of 21st Century skills. • A detailed lesson plan developed for one lesson in the sequence <p>Formative feedback will be provided prior to submission.</p> <p>In week 9/10, you will teach a short (7 minute) segment of the developed lesson to your peers in the lecture/tutorial. Peer and lecturer feedback will be given.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply and explain senior secondary History curriculum and content. 1
	2	Apply and explain senior secondary teaching and learning strategies to engage students in achievable challenges in senior secondary geography skills development 2 4
	3	Create a lesson plan that applies historical inquiry 1 2 4
	4	Apply oral and written communication skills that demonstrate the capacity to organise activity and provide clear directions and conform to APA referencing conventions and technical accuracy. 4

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	Hoepper, Brian, et al	2019	Senior Modern History for Queensland	Cambridge University Press
Recommended	Barrie, Alan, et al	2019	Senior Ancient History for Queensland	Cambridge University Press

8.2. Specific requirements

Nil

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.

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 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 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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au