



School of Education

EDST6746
Economics Method 2

Term 2, 2019

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

3.1.1 Set learning goals that provide achievable challenges for students of varying characteristics

3.2.1 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies

3.3.1 Include a range of teaching strategies

3.4.1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the content knowledge of the stage 6 Economics course is fundamental to succeeding as teacher. It provides the capacity to think, formulate and implement a range of teaching and assessing strategies which would focus on the primary goal of fostering understanding.

5. TEACHING STRATEGIES

There will be a series of teaching strategies used over the semester including:

- a. Discussion
- b. Direct teaching
- c. Problem solving
- d. Questioning
- e. Group work and providing feedback
- f. Independent learning
- g. Problem based learning
- h. The use of thinking routines for teaching and assessing

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 (24 hours eq. lecture/ tutorial time)	<p><i>On-line assessment module</i></p> <ul style="list-style-type: none"> • Introduction to the concept and principles of effective assessment practices and their applications to learning and teaching • Focus is on building assessment knowledge and the skills required to plan, develop and implement a range of assessment strategies, to engage in moderation activities to ensure fair and consistent judgment of student learning, to analyse assessment data to inform future learning and teaching, and to develop reports for various stakeholders. 	<ul style="list-style-type: none"> • Critically describe the role of assessment in ensuring effective learning and teaching; • evaluate the appropriateness of various assessment strategies in ensuring effective learning and teaching • apply assessment knowledge and skills in developing effective learning, teaching and assessment plans. <p>Content of this module will be assessed during the Hurdle Requirement in Module 7</p>
2	<p>The Global Economy</p> <p>Learning about the concepts of Economic integration, globalisation, economic growth and development</p> <p>Learning to understand the concepts of free trade and protection within a global economic framework</p> <p>Understanding the role of regulation and stabilisation and the role of international multilateral</p>	

Assessment Details

Assessment Task 1 (2 000 wd eq, 40%)

PART 1: Create a scope and sequence, including learning outcomes, covering 10 weeks for a Year 12 HSC class.

PART 2: Prepare an assessment task (not an essay) that directly links to the teaching and learning how the feedback from the summative task can also be used for formative assessment. Make sure your instructions for the task are grammatically correct and communicate effectively for students.

Design a marking rubric, which also includes space for a holistic comment.

Provide an exemplar student answer for the assessment task. Write a feedback comment for this response outlining its strengths and indicating at least one aspect which could be further improved.

Assessment Task 2 (3 000 wd eq, 60%)

Prepare a unit of work for Year 12 which covers approximately half the term. You need to ensure the unit demonstrates you are ready to plan and teach Stage 6 effectively. Make sure you have reflected on the feedback you received for the scope and sequence you prepared for Assessment 1.

The unit of work should indicate a variety of formative assessment strategies which will provide students with feedback about:

- a. what they can already do well
- b. what they still need to improve
- c. how they can effectively close the gap between a and b.

IncludeW*nBT2a7%)

Assessment, Feedback and Reporting

STUDENT TEACHER

Name:

zID:

Date:

Details