



# EDCU12042 *History Curriculum and Pedagogy*

## Term 2 - 2017

Profile information current as at 24/04/2024 01:11 am

All details in this unit profile for EDCU12042 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

History Curriculum and Pedagogy develops pre-service teachers' knowledge and understanding of the content and disciplinary approaches to teaching and learning history in primary school settings. The concept of historiography in evaluating and responding to sources is developed and applied to an analysis of the construction of the past embedded in the content of the Australian curriculum materials for this learning area. Students reflect on the knowledge base necessary for primary school teachers to structure historical inquiry and teach historical literacy skills that support learners in developing evidence-informed explanations of past events. Students analyse and select source materials and construct resources and teaching strategies that structure inquiry processes around big ideas; topics of relevance to local, national and global history; and problem solving approaches to historical perspectives including those of Indigenous and non-Indigenous Australians.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Bundaberg
- Distance
- Mackay
- Noosa
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Group Work**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student feedback

**Feedback**

Reference list at the end of each week of the Moodle site was appreciated.

**Recommendation**

This element of the Moodle content to be maintained.

#### Feedback from Student feedback

**Feedback**

More clarity is required in what is meant by inclusive classroom practice in the second assignment.

**Recommendation**

This element of the assignment will be scaffolded in more detail in Collaborate and classroom sessions.

#### Feedback from Student feedback

**Feedback**

Very positive feedback was obtained regarding the expertise and engagement of the lecturer and campus tutors in this unit.

**Recommendation**

Ensure tutors for 2017 provide similar levels of expertise and engagement.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Apply knowledge of history as a discipline to identify implications for practice and professional learning.
2. Appraise the content of the curriculum to identify representations of Indigenous and non-Indigenous histories, identity and perspectives.
3. Select source materials, activities and teaching strategies for learning in History that develop students' literacy, empathy and understanding of contestability and significance.
4. Design inquiry learning that integrates knowledge, understanding and skills from the curriculum.
5. Identify ICTs that encourage student participation and interaction and provide opportunities for accessing, constructing and communicating knowledge beyond the immediate environment.

Successful completion of the unit History Curriculum and Pedagogy provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas of 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.3, 3.4, 4.1, 6.2, 6.4 and 7.4.

Assessment tasks for this unit may be included in a portfolio and used as evidence of progress towards meeting the standards at Graduate career stage with artefacts specifically related to teaching and learning in History. Unit assessment also provides evidence of competence in meeting the ICT elaborations of these standards.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		
2 - Group Work - 50%			•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•			•	
2 - Problem Solving			•	•	•
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•		•		
5 - Team Work				•	
6 - Information Technology Competence		•	•	•	•
7 - Cross Cultural Competence		•	•		
8 - Ethical practice	•	•	•		
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Group Work - 50%	•	•	•		•	•	•	•		

## Textbooks and Resources

### Textbooks

EDCU12042

#### Prescribed

#### Teaching Humanities and Social Sciences: History, Geography, Economics & Citizenship in the Australian Curriculum

Sixth Edition (2017)

Authors: Rob Gilbert & Brian Hoeppe (Editors)

Cengage Learning Australia

South Melbourne, Victoria, Australia

ISBN: 9780170369350

Binding: Paperback

#### Additional Textbook Information

Bachelor of Education (Primary) should already have this text as it was used in Term 1 for EDCU12041 Sustainability through Active Citizenship.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karena Menzie-Ballantyne** Unit Coordinator

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## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
What is History?	Gilbert & Hoeppe, Chapter 9, pp. 200 - 204	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
History in the Australian Curriculum	Gilbert & Hoeppe, Chapter 9, pp. 204 - 206	

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Historical concepts	Gilbert & Hoeppe, Chapter 9, pp. 207 - 214	

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Historical skills	Gilbert & Hoepper, Chapter 9, pp. 214 - 216	

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
History and the Cross Curriculum Priorities	Gilbert & Hoepper, Chapter 9, pp. 216 - 217 Gilbert & Hoepper Chapter 16, pp 381 - 406 Gilbert & Hoepper, Chapter 17, pp. 407 - 427 Gilbert & Hoepper, Chapter 18, pp. 428 - 457	

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Critical Analysis</b> Due: Vacation Week Friday (18 Aug 2017) 11:45 pm AEST

**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Historical inquiry	Gilbert & Hoepper, Chapter 3, pp. 50 - 72 Gilbert & Hoepper, Chapter 10, pp. 222 - 240	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Analysing sources	Readings on Moodle site	

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
History and the General Capabilities	Gilbert & Hoepper, Chapter 9, pp. 217 - 218 Gilbert & Hoepper, Chapter 6, pp. 126 - 149 Gilbert & Hoepper, Chapter 7, pp. 150 - 177 Gilbert & Hoepper, Chapter 19, pp. 458 - 482	

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Planning in History	Gilbert & Hoepper, Chapter 4, pp. 73 - 102	

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Assessment in History	Gilbert & Hoepper, Chapter 5, pp. 103 - 125	

**Week 11 - 25 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Using ICTs and exploring useful resources	Gilbert & Hoepper, Chapter 8, pp. 178 - 198	

**Week 12 - 02 Oct 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Unit Review		

## Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Planning for historical inquiry</b> Due: Review/Exam Week Monday (9 Oct 2017) 11:45 pm AEST

## Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Critical Analysis

#### Assessment Type

Written Assessment

#### Task Description

Phillips (2005, pp.16 -17) claims that "the authority vested in the word of the dominating view of Australian history is deemed to be unchallengeable not because it is beyond question, but simply because it has been reinforced by repetition and written text over the centuries".

Using the quote above as a stimulus, write a 2000 word critical reflection that examines the History component of the HASS curriculum to identify evidence for or against Phillips' claim with respect to Indigenous and non-indigenous views of the history of Australia. Your response should make reference to key ideas presented in the unit materials and show evidence of independent research, including information gathered from professional associations which support teachers in teaching History.

Your response should include answers to the following questions:

1. How does the curriculum document position teachers to treat the history of Australia?
2. How might an understanding of historiography affect teachers' interpretations or treatment of Australian History topics?
3. What knowledge and skills do teachers of primary school History need to promote inquiry into an historical event or period from Indigenous and non-indigenous perspectives and why is this important?
4. What strategies and resources can teachers use to help learners build their historical literacy?
5. How can teachers help students understand contestability and build respect for Aboriginal and Torres Strait Islander histories?

You must illustrate your response to **Questions 4 and 5** by providing examples of strategies and resources that could be used for an inquiry at Year 3, 4, 5 or 6.

Phillips, J. (2005) Indigenous knowledge: making space in the Australian centre. In J. Phillips & J. Lambert (Eds.). *Introductory indigenous studies in education: the importance of knowing*. Frenchs Forest, NSW: Pearson.

#### Assessment Due Date

Vacation Week Friday (18 Aug 2017) 11:45 pm AEST

#### Return Date to Students

Feedback on this assessment will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

#### Weighting

50%

#### Assessment Criteria

Knowledge of the content and structure of the History component of the HASS curriculum  
Understanding of the role of historiography in analysing and teaching historical content  
Understanding of the history, culture and perspectives of Aboriginal and Torres Strait Islander peoples  
Identification of implications of teachers' knowledge and skills on students' outcomes  
Knowledge of strategies and resources appropriate for building historical literacy  
Use of authoritative references and independent research to justify responses

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Online

## Learning Outcomes Assessed

- Apply knowledge of history as a discipline to identify implications for practice and professional learning.
- Appraise the content of the curriculum to identify representations of Indigenous and non-Indigenous histories, identity and perspectives.
- Select source materials, activities and teaching strategies for learning in History that develop students' literacy, empathy and understanding of contestability and significance.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Planning for historical inquiry

### Assessment Type

Group Work

### Task Description

**You may undertake this assessment individually or in pairs.**

Choose an inquiry question from the Australian curriculum for any primary year level (F - 6) or create an appropriate key question yourself, then select at least four sources that you think would be effective in engaging learners in an inquiry to answer this question. Provide bibliographic details or copies of your chosen sources, classifying them as primary or secondary sources, and justifying their selection in terms of building understanding of a relevant historical concept (e.g. Significance) and exploring one appropriate year level content descriptor (e.g. Year 3, ACHASSK065).

Identify resources and activities, including appropriate ICTs, which would help students analyse, evaluate and pose questions on the sources you have chosen and collaborate, in both online and classroom contexts. For each source and its related activities, justify how they build one of the inquiry skills identified for that year level (e.g. ACHASS1056). Your planning should also show your application of inquiry-based learning, your ability to plan for critical and creative thinking and your ability to plan for the development of literacy and numeracy.

Your inquiry may be presented in the form of your choice (e.g. webpage, concept map, table, etc).

### Assessment Due Date

Review/Exam Week Monday (9 Oct 2017) 11:45 pm AEST

### Return Date to Students

Feedback on this final assessment response will be provided following moderation and prior to the Date of Certification of Grades for the term.

### Weighting

50%

### Assessment Criteria

Selection of primary and secondary sources that reflect the content, concepts and skills of the curriculum

Selection of primary and secondary sources that support inclusive classroom practice

Understanding of the use of ICTs to promote collaborative learning and support inquiry

Application of appropriate teaching strategies for inquiry-based learning

Ability to plan for critical and creative thinking

Ability to plan for the development of literacy and numeracy

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Select source materials, activities and teaching strategies for learning in History that develop students' literacy, empathy and understanding of contestability and significance.



- Design inquiry learning that integrates knowledge, understanding and skills from the curriculum.
- Identify ICTs that encourage student participation and interaction and provide opportunities for accessing, constructing and communicating knowledge beyond the immediate environment.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### **What is a breach of academic integrity?**

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### **Why is academic integrity important?**

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### **Where can I get assistance?**

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### **What can you do to act with integrity?**



**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem