



EDCU12042 *History Curriculum and Pedagogy*

Term 2 - 2022

Profile information current as at 05/05/2024 10:46 pm

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 - 2022

- Bundaberg
- Cairns
- Mackay
- Online
- Rockhampton
- Townsville

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 in unit evaluation

Feedback

Scaffolding and teaching approaches

Recommendation

Continue teaching approaches to support and maintain learning success.

Feedback from Student feedback in unit evaluation

Feedback

Moodle content

Recommendation

Review alignment between Moodle content and assessment tasks.

Feedback from Student feedback in unit evaluation Unit coordinator self-reflection

Feedback

Assessment authenticity and context currency

Recommendation

Review authenticity and currency of assessment tasks.

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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non Indigenous Australians
- 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
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.4 Engage with professional teaching networks and broader communities

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: Teaching and Learning Across Australia

7th Edition (2020)

Authors: Gilbert, R., Tudball, L., & Brett, P.

Cengage Learning Australia

South Melbourne, Victoria, Australia

ISBN: 9780170424165

Binding: Paperback

Additional Textbook Information

This prescribed text is also the set text for **EDCU12041 Sustainability through Active Citizenship** (from the Primary course CC12) and **EDCU14033 Geography** (from the Primary course CC12 and the Early Childhood course CC14).

The eBook version of this text is considered a suitable option also. As always, be sure to carefully check the access provided when purchasing eBooks as some purchases provide permanent access, while access to the content with other purchases may expire.

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Hayley Griffin Unit Coordinator

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Gillian Busch Unit Coordinator

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Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is History?	Gilbert, Tudball & Brett (7th ed.) p. 243 - 247	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
History in the Australian Curriculum	Gilbert, Tudball & Brett (7th ed.) pp. 3 - 7	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Historical concepts	Gilbert, Tudball & Brett (7th ed.) pp. 251-259	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Historical skills	Gilbert, Tudball & Brett (7th ed.) pp. 181 - 183 pp. 249 - 250 pp. 271 - 272	

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
History and the Cross Curriculum Priorities	Gilbert, Tudball & Brett (7th ed.) pp. 259 - 264 pp. 397 - 427	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Historical inquiry	Gilbert, Tudball & Brett (7th ed.) pp. 92, 99 - 102 pp. 275 - 278	Assignment 1: Critical Analysis Due: Week 6 Monday (22 Aug 2022) 11:45 pm AEST

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Analysing sources	Gilbert, Tudball & Brett (7th ed.) pp. 279 -285	

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
History and the General Capabilities	Gilbert, Tudball & Brett (7th ed.) pp. 190 - 211 pp. 132 - 133	

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Planning in History	Gilbert, Tudball & Brett (7th ed.) pp. 102 - 105 pp. 273, 285 - 288	

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Assessment in History	Gilbert, Tudball & Brett (7th ed.) pp. 144 - 162 pp. 274 - 275	

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Using ICTs and exploring useful resources	Gilbert, Tudball & Brett (7th ed.) pp. 217 - 236	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Unit review		Assignment 2: Planning for Historical Inquiry Due: Week 12 Thursday (6 Oct 2022) 11:45 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assignment 1: Critical Analysis

Assessment Type

Written Assessment

Task Description

Write a 2000-word response to the discussion questions outlined below. The response must make reference to key ideas presented in the course readings and show evidence of independent research gathered from professional associations supporting teachers in the implementation of History curriculum.

Phillips (2005, p. 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”.

Examine the content descriptions, elaborations and work samples for Years 3-6 of the Australian 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 include answers to the following questions:

1. How does the curriculum document position teachers to treat the history of Australia?
2. How could “historiography” (the way the topic has been dealt with by historians in the past) affect teachers’ interpretations or treatment of these topics?
3. What knowledge base do teachers of primary 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, resources and processes can teachers use to help learners understand contestability as a key aspect of historical literacy and build respect for Aboriginal and Torres Strait Islander histories?

You must illustrate your response to Question 4 by selecting and describing strategies for using specific primary and secondary source materials for an inquiry at a chosen year level of the curriculum.

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.

Task Description with further details available via Moodle.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Successful completion of Assessment Task 1 in History Curriculum and Pedagogy provides opportunities for students to demonstrate the following Australian Professional Standards for Teachers;

- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 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
- 4.1 Support student participation
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.4 Engage with professional teaching networks and broader communities

Assessment Due Date

Week 6 Monday (22 Aug 2022) 11:45 pm AEST

Return Date to Students

Assessment Task 1 will be marked, moderated and returned to students in a timely manner that provides sufficient time for feedback to inform Assessment Task 2 submission.

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
Application of academic writing conventions and use of authoritative references and independent research to justify responses

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Recommended file name: HCP_AT1_SURNAME_First name

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 Assignment 2: Planning for Historical Inquiry

Assessment Type

Group Work

Task Description

In small groups, choose an inquiry question from the Australian Curriculum for any year level and select at least four sources that you think would be useful for engaging learners in the inquiry. Provide bibliographical details or copies of the chosen sources; classify them as primary or secondary sources; and justify their selection in terms of developing the target historical knowledge, understandings and skills for the chosen year level.

Identify resources and activities, including appropriate use of ICTs, which would help students analyse, evaluate and pose questions on the sources you have chosen and collaborate in both online and classroom contexts to locate, organise and interpret information and communicate their findings to a suitable audience. Your planning may be presented in a Word Document file (which may include tables) or a PowerPoint Presentation file but should clearly show links between the proposed resources and activities and the content outlined in the Historical Knowledge and Understanding and Historical Skills strands of the curriculum.

Task Description with further details available via Moodle.

WORD COUNT for written assignments:

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Successful completion of Assessment Task 2 in History Curriculum and Pedagogy provides opportunities for students to demonstrate the following Australian Professional Standards for Teachers;

- 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)
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 4.1 Support student participation

Assessment Due Date

Week 12 Thursday (6 Oct 2022) 11:45 pm AEST

Return Date to Students

Assessment Task 2 will be returned to students within appropriate timeframes that accommodate marking, moderation and preparation for Certification of Grades.

Weighting

50%

Assessment Criteria

- Selection of primary and secondary sources that reflect 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
- Application of academic writing conventions and adherence to APA style and referencing

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Recommended file name: HCP_AT2__SURNAME_First name

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