EDCU14033 *Geography*
Term 3 - 2019

Profile information current as at 16/05/2024 04:46 pm

All details in this unit profile for EDCU14033 have been officially approved by CQUniversity 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.

Corrections

Unit Profile Correction added on 02-12-19
Assessment task 1
Change *interactive* to *age appropriate*

Unit Profile Correction added on 02-12-19
Assessment task 1
Change *interactive* to *age appropriate*

General Information

Overview

In this unit you will develop your professional knowledge and skills as a Geography educator. This involves interpreting and using relevant resources, including Geography curriculum, to extend your pedagogical content knowledge. You learn how Geography creates a bridge between the natural and social sciences. Your understanding of Geographical Inquiry as a key pedagogical approach to examine patterns and relationships within and between places is developed using integrative reflections to further improve both your teaching and student learning. The unit enhances your development as a beginning professional, and consolidates key aspects of your substantive professional knowledge, skills and dispositions.

Details

Career Level: *Undergraduate*
Unit Level: *Level 4*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prerequisite: EDCU12039
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 3 - 2019

- Online

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. **Practical Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
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 evaluations

Feedback
More readings to use as references for the assessments would be beneficial

Recommendation
Provide more references and content in Moodle site relevant to assessment tasks.

Feedback from Student evaluations

Feedback
The overall layout of the online unit was hard to follow

Recommendation
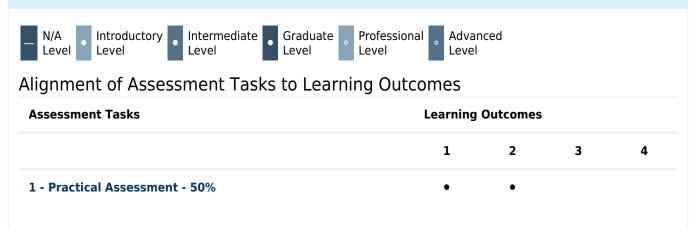Review the structure of the Moodle site.

Unit Learning Outcomes

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

1. Evaluate the potential of ICTs for expanding learning opportunities and promoting purposeful engagement with geographical concepts and inquiry processes
2. Review practices used to develop and support the safe, responsible and ethical use of digital information, tools and resources
3. Critically evaluate professional learning and engagement to improve practice in Geographical education
4. Synthesise understandings of the knowledge, practice and dispositions of a Geography educator.

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

2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.6 Information and Communication Technology (ICT)
3.4 Select and use resources
3.6 Evaluate and improve teaching programs
4.1 Support student participation
4.5 Use ICT safely, responsibly and ethically
6.1 Identify and plan professional learning needs
6.3 Engage with colleagues and improve practice
6.4 Apply professional learning and improve student learning

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level	○ Introductory Level	○ Intermediate Level	● Graduate Level	○ Professional Level	○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Practical Assessment - 50%	●	●		

Assessment Tasks	Learning Outcomes			
	1	2	3	4
2 - Practical and Written Assessment - 50%		●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Practical Assessment - 50%	●	●	●	●	●	●		●		
2 - Practical and Written Assessment - 50%	●	●	●	●	●	●				

Textbooks and Resources

Textbooks

EDCU14033

Prescribed

Teaching Humanities and Social Sciences: History, Geography, Economics & Citizenship in the Australian Curriculum
Edition: 6th edn (2017)
Authors: Rob Gilbert & Brian Hoepper (Editors)
Cengage Learning Australia
South Melbourne , Victoria , Australia
ISBN: 9780170369350
Binding: Paperback

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

Gary Holmes Unit Coordinator
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Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
What is Geography?	Gilbert & Hoepper pp. 248-252 The place of Geography in the Australian Curriculum	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
HASS Curriculum - Content Descriptors	Gilbert & Hoepper pp. 252-255 The two-strand model	

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Geographical concepts	Gilbert & Hoepper pp. 255-257 Defining a conceptual base Gilbert & Hoepper pp.188-193 Useful sources for using ICT in HASS	

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Geographical skills and inquiry - ICT and geography	Gilbert & Hoepper pp. 258-266 Geographical inquiry; Geographical skills Gilbert & Hoepper pp. 79-84 Learning activities in three stages of inquiry	

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment task 1 due Friday **Using ICT in Geography** Due: Vacation Week Friday (13 Dec 2019) 11:55 pm AEST

Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Developing geographical case studies	Gilbert & Hoepper pp: 267-268 The place of world knowledge Gilbert & Hoepper pp: 269-270 Perspectives and action in Geography Gilbert & Hoepper pp: 95-97 Active and experiential learning	

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
The role of a Geography educator	Gilbert & Hoepper pp. 17-20 Becoming a teacher of HASS Gilbert & Hoepper pp. 20-22 Considering the students Gilbert & Hoepper pp. 75-76 Worthwhile learning in HASS	

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Developing Geography units and learning experiences	Gilbert & Hoepper pp. 76-79 Developing teaching units and learning experiences in HASS Gilbert & Hoepper pp. 52-70 Inquiry in the Australian Curriculum	

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Fieldwork - teaching process	Gilbert & Hoepper pp. 289-297 Fieldwork: real-world geographical thinking	

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Fieldwork in theory and practice (part 1)	Gilbert & Hoepper pp. 289-297 Fieldwork: real-world geographical thinking	

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Fieldwork in theory and practice (part 2)	Gilbert & Hoepper pp. 289-297 Fieldwork: real-world geographical thinking	

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

| Fieldwork - Working with primary data | Gilbert & Hoepper pp. 297-300
Other ways of exploring geographical thinking | |

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment task 2 due Friday
Unit review		**Practical and Written Assessment** Due: Week 12 Friday (14 Feb 2020) 11:45 pm AEST

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Using ICT in Geography

Assessment Type
Practical Assessment

Task Description
For this assignment, you will need to find two interactive, geographically-focused, online resource that would enhance student learning in a classroom-based, geographical inquiry.
You will need to evaluate the two resources by creating and using a decision making matrix with the following criteria and choose ONE of the resources:

- To which year level/s could this online resource be targeted?
- Does it link to particular content descriptors of the Geography sub-strand of the HASS curriculum? If so, which ones?
- Is it appropriate and purposeful in building geographical skills?
- Can this tool be used at various stages in a geographical inquiry? If so, which stages?
- Does this tool foster collaborative and inclusive classroom practice?
- Does it enhance student learning over and above a pencil and paper approach?
- Is it a safe and ethical online resource?
- Does this resource allow for differentiation in the classroom?

In addition to the decision making matrix, you will need to submit a justification (1500 words) as to why the chosen online resource better enhances student learning than a print-based resource. Your justification will need to draw on relevant literature and exemplify your answer with specific reference to relevant content descriptors in one particular year level.
For criteria sheet, click here

Assessment Due Date
Vacation Week Friday (13 Dec 2019) 11:55 pm AEST

Return Date to Students
Week 7 Monday (6 Jan 2020)
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
Selection of appropriate, geographically-focused, online resource
Demonstrated understanding of use of online resource to enhance knowledge and understanding of Geography content descriptors
Demonstrated understanding of use of online resource to build geographical inquiry skills
Selection and use of resource to support collaborative and inclusive classroom practice
Demonstrated understanding of use of ICTs to enhance student learning
Appropriate use of discipline-specific, academic language and APA referencing

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Evaluate the potential of ICTs for expanding learning opportunities and promoting purposeful engagement with geographical concepts and inquiry processes
- Review practices used to develop and support the safe, responsible and ethical use of digital information, tools and resources

Graduate Attributes

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

2 Practical and Written Assessment

Assessment Type
Practical and Written Assessment

Task Description
Task Description
For this assignment, you will need to select a year level from Foundation to Year 6 and create a field study unit that focuses on one particular Geographic concept (for example: place, space, interconnection or change).
You will need to submit a teacher's plan (approximately 2000 words) that outlines:

- the year level chosen
- the specific Geographic concept on which this field trip is focused
- the specific Knowledge and Understanding content descriptor on which this field trip is focused
- the specific inquiry skills content descriptor/s from that year level that this field trip will develop
- understanding of any time or logistical constraints
- the consent form for parents explaining the nature and purpose of the excursion
- the risk assessment
- community resources/experts you could utilise in developing and/or implementing the field study
- classroom activities that will occur prior to the field trip
- activities that will be undertaken on the field trip
- follow up activities once the field trip is completed.

Your planning can be presented in the form of your choice (written, table, concept map, webpage) but must clearly demonstrate your understanding of the role of the teacher in preparation and in building students' geographic knowledge, understanding and skills through fieldwork.
For criteria sheet, click here.

Assessment Due Date
Week 12 Friday (14 Feb 2020) 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
Demonstrated understanding of the use of fieldwork to enhance students' understanding of geographical concepts
Demonstrated understanding of the links between the field study and the selected elements of the Geography sub-strand of the HASS curriculum
Demonstrated understanding of safe and ethical practice in fieldwork
Appropriate choice of learning experiences prior to, during and after the field study

Demonstrated understanding of the role of a Geography educator

Referencing Style

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

Submission
No submission method provided.

Submission Instructions
Online

Learning Outcomes Assessed

- Review practices used to develop and support the safe, responsible and ethical use of digital information, tools and resources
- Critically evaluate professional learning and engagement to improve practice in Geographical education
- Synthesise understandings of the knowledge, practice and dispositions of a Geography educator.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

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