



# EDCU14033 Geography

## Term 1 - 2024

Profile information current as at 10/05/2024 10:50 pm

All details in this unit profile for EDCU14033 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

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 1 - 2024

- 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 Staff feedback

**Feedback**

Update the unit to V9 of the Australian Curriculum.

**Recommendation**

Update the Moodle site to reflect Version 9 of the Australian Curriculum.

#### Feedback from Student feedback

**Feedback**

Zoom Tutorial time

**Recommendation**

Consistency with the scheduling of the Zoom tutorial.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Practical Assessment - 50%</b>	•	•		

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: Teaching and learning across Australia

Edition: 7th edn (2020)

Authors: Rob Gilbert, Libby Tudball & Peter Brett (Editors)

Cengage Learning Australia

South Melbourne , Victoria , Australia

ISBN: 9780170424165

Binding: Paperback

### 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

**Karena Menzie-Ballantyne** Unit Coordinator

[k.menzie-ballantyne@cqu.edu.au](mailto:k.menzie-ballantyne@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>What is Geography?</b>	Set Text Chapter 12 Geography as a learning area Chapter 13 Teaching Geographical inquiry	

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Geographic Knowledge and Understanding</b>	Set Text Chapter 12 Geography as a learning area Chapter 13 Teaching Geographical inquiry	

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Geographical inquiry and inquiry skills

Set Text  
Chapter 12 Geography as a learning area  
Chapter 13 Teaching Geographical inquiry  
Chapter 4 Planning for critical inquiry

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Using ICTs in Geography</b>	Set Text Chapter 12 Geography as a learning area pp. 312 to 314 Chapter 9 Using Information and Communication Technologies	

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Inclusive and collaborative practice in Geography</b>	Set Text Chapter 5 Planning for student learning	<b>Using ICT in Geography</b> Due: Week 5 Friday (5 Apr 2024) 11:55 pm AEST

### Break Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>No class</b>		

### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>The role of a Geography educator</b>	Set Text Chapter 12 Geography as a learning area Chapter 13 Teaching Geographical inquiry	

### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Developing Geographical learning experiences</b>	Set Text Chapter 13 Teaching Geographical inquiry	

### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Understanding fieldwork</b>	Set Text Chapter 12 Geography as a learning area pp. 309 to 312	

### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Fieldwork in theory and practice (part 1)</b>	Set Text Chapter 12 Geography as a learning area pp.309 to 312 Examples on Moodle site	

### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<b>Fieldwork in theory and practice (part 2)</b>	Set Text Chapter 12 Geography as a learning area pp.309 to 312 Examples on Moodle site	

### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Fieldwork - Working with primary data

Examples on Moodle site

### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Unit review		<b>Understanding Fieldwork</b> Due: Week 12 Friday (31 May 2024) 11:55 pm AEST

### Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

### Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

## Term Specific Information

Please note this unit has been updated to align with Version 9 of the Australian Curriculum: HASS F-6

## Assessment Tasks

### 1 Using ICT in Geography

#### Assessment Type

Practical Assessment

#### Task Description

For your assessments in this unit, you will be developing a Geographic inquiry that includes the use of ICTs and a field study. You will therefore need to identify an appropriate 'place' in your local area that would be suitable for a field excursion. It can be a natural or built environment.

This task must be undertaken individually.

Your inquiry will follow the process outlined in the Inquiry and Skills strand of the HASS Curriculum.

You have a choice to develop a Year 1 OR a Year 5 inquiry based on the following:

Year 1: Key question: What events, activities and places do I care about? Why? HASS concept: Interconnections

Knowledge and Understanding content descriptor: How places change and how they can be cared for by different groups including First Nations Australians (AC9HS1K04)

Year 5: Key question: How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia? HASS concept: Interconnections

Knowledge and Understanding content descriptor: The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04)

#### Geography assessment 1

For this assignment, you will be examining appropriate ICTs to expand learning opportunities and promote engagement with the relevant Geographic content descriptor; the conceptual understanding of 'interconnections'; as well as developing understanding of inquiry and fostering inquiry skills.

You will need to provide sufficient description (in words and/or pictures) of your 'place' to give the marker context. You will need to find four ICTs that may be useful in promoting the knowledge and understanding and/or skills relevant to your inquiry. You will then use the decision-making matrix, provided on the Moodle site, to make a final selection of two. You will then justify your selection (1000 words), using appropriate academic literature, in terms of the ICTs' ability to:

- enhance understanding of the relevant content and concept;
- develop relevant inquiry skills;
- support collaborative and inclusive classroom practice;
- as well as demonstrating your understanding of the safe and ethical use of online resources.

#### Assessment Due Date

Week 5 Friday (5 Apr 2024) 11:55 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**

Appropriate selection and justification of ICTs to build Geographic content and conceptual knowledge

Appropriate selection and justification of ICTs to develop Geographic inquiry skills

Appropriate selection and justification of ICTs for collaborative and inclusive classroom practice

Demonstrated understanding of the safe and ethical use of ICTs in classrooms

Appropriate use of discipline specific, academic language and APA referencing

### **Referencing Style**

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

### **Submission**

Online

### **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 Understanding Fieldwork**

### **Assessment Type**

Practical and Written Assessment

### **Task Description**

This assessment is a continuation of the inquiry you developed for assignment 1. You must use the same 'place', year level, content descriptor and HASS concept: interconnections. Depending on feedback from your first assignment, you may modify your inquiry question if required.

You wish to undertake a field study excursion next term to your identified 'place' as part of your Geographic inquiry. You need your Principal's (or similar) permission for this excursion and therefore you will have to justify the field study's relevance and logistics.

To do this, you will need to undertake the proposed excursion yourself and evaluate the planned activities in terms of:

- their relevance in promoting understanding of the relevant content and the conceptual understanding of 'interconnections';
- their ability to develop the students' Geographic inquiry skills;
- and the logistics of the excursion, including a risk assessment.

You will need to submit your email to the Principal (or similar) (1500 words) seeking permission based on your evaluation, including contextual photographs/information and the risk assessment. Your email should be in the form of a justification supported by appropriate reference to the curriculum, any relevant policies, and academic literature.

You will also need to attach a field study booklet, including activities that would be undertaken before, during, and after the excursion and a marking guide for teachers outlining appropriate responses to the activities.

Though your engagement with the process of planning a field trip, you are required to identify your professional learning needs to improve practice in Geographical education. As part of this reflection, you need to make explicit links to the Australian Professional Standards for Teachers.

### **Assessment Due Date**

Week 12 Friday (31 May 2024) 11:55 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 develop Geographic content and conceptual knowledge

Demonstrated understanding of the use of fieldwork to develop understanding of Geographic inquiry and inquiry skills

Demonstrated understanding of safe and ethical practice in fieldwork

Appropriate choice of learning activities before, during and after the field study

Demonstrated reflection on professional learning needs to improve practice in Geographical education with explicit links to the Australian Professional Standards for Teachers

Demonstrated understanding of the role of a Geography educator

**Referencing Style**

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

**Submission**

Online

**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