

# Case Study Five

## Oral Presentation - Education

**Task Description:** Develop and present a learning sequence

**Weighting:** 35%

**Level:** Third year undergraduate

### Outline and Instructions:

The aim of this task is to give you practice in developing and presenting a four week learning sequence for Year 9 history students in preparation for your next placement in a secondary school.

Choose ONE topic from the following list:

- Effects of the Industrial Revolution
- The Causes of World War 1
- Key aspects of Federation in Australia
- The Impact of Globalisation on Australian Society

You will need to include the following elements in your presentation:

- The title of your sequence
- The structure of the sequence including a content summary
- Intended learning outcomes for students
- Number of lessons involved on the topic over the four weeks.
- Details of each learning activity
- Resources you will use including use of technology
- A brief outline of any assessment tasks

You will be presenting to your peers and tutor in one of your upcoming tutorials. Please see the available timeslots on the course Blackboard site to book your place.

### Marking Criteria:

- Demonstrated understanding of the content of the topic chosen
- Presentation skills used e.g. voice, stance, eye contact, use of notes
- Conveyance of the important aspects of the topic e.g. logical sequencing, time spent on different aspects, relevance of assessment tasks.
- Suitability of curriculum presented to Year 9 standard

# Case Study Five

## Workshop Rebuild

### Workshop

#### Participants:

Phillip JONES (UNSW), Pam SCHINDLER (UQ), Nagarajan VENKATACHALAM (QUT), Duncan NULTY (ACU)

#### Identified Problem Areas:

- There is a lack of context and developmental intent in this assignment, with no sense of 'professional accountability' incorporated in the task
- The assignment lacks a clear purpose, value, and personal relevance for the student.
- Lack of focus on the key learning outcomes (specifically pedagogical justification for a design of a lesson plan)
- 35% is an inappropriate weighting for a large and important task.
- It is far too likely that a person could get away with having someone other than themselves write the presentation.

#### Redesign of the Assessment Item:

- Require submission of the lesson plan and slide set to reduce the likelihood that they are copied or purchased.
- Ensure the presentation involves an element of "oral viva", not only a presentation.
- Ask students to give oral answers to these questions during the viva and also provide written answers within a set time period.
- Revise the marking criteria so that students are marked against professional competencies (i.e., using standards appropriate for a teacher of year 9 students).