

## 460-575 Learning Area Humanities 1

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| <b>Credit Points:</b>                    | 12.50  |
| <b>Level:</b>                            | 9 (Graduate/Postgraduate)  |
| <b>Dates &amp; Locations:</b>            | 2009,<br>This subject commences in the following study period/s:<br>Semester 1, - Taught on campus.<br>Parkville, On Campus  |
| <b>Time Commitment:</b>                  | Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment  |
| <b>Prerequisites:</b>                    | None   |
| <b>Corequisites:</b>                     | None   |
| <b>Recommended Background Knowledge:</b> | None   |
| <b>Non Allowed Subjects:</b>             | None   |
| <b>Core Participation Requirements:</b>  | <p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>  |
| <b>Coordinator:</b>                      | Mrs Dagmar Erica Turnidge  |
| <b>Subject Overview:</b>                 | <p>This subject develops teacher candidates' understanding of the place of this learning area in contemporary goals of school in Australia and in the Victorian curriculum in particular. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, this subject will widen teacher candidates' appreciation of exemplary teaching in this area.</p> <p>The subject explores the characteristics of developmentally appropriate and socially just curriculum in humanities education by examining the theoretical frameworks of the humanities, and linking theory to practice. Through research and reflection teacher candidates will have opportunities to develop a personal philosophy, and understanding of what is best practice in teaching and learning of humanities. The course considers principles of citizenship, democratic process, social justice and ecologically sustainable development and includes an emphasis on providing and planning for, student – centred learning using inquiry-based teaching and learning approaches and current methods of assessment and evaluation.</p> <p>The inquiry based learning approach will assist the development of professional understanding of the significance of classroom interactions as learning opportunities. The course prepares teacher candidates to teach in the broad area of social education, including history, geography and citizenship in the compulsory years of secondary schooling.</p> |
| <b>Objectives:</b>                       | <p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Appreciate the place of this learning area in Australian curriculum</li> <li># Describe an exemplary classroom in this learning area</li> <li># Apply democratic processes to a Humanities classroom and promote the growth of active citizenship in all students</li> <li># Foster developmentally appropriate and socially just curriculum and model learning strategies which foster inquiry and curiosity about the world</li> <li># Demonstrate competency in the use of concepts, knowledge and skills within in Humanities and develop units of work in accordance with current curriculum frameworks</li> </ul>  |

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|                           | <ul style="list-style-type: none"> <li># Demonstrate professional collegiality and participate effectively in team work</li> <li># Articulate a personal philosophy, and understanding of what is best practice, regarding the teaching and learning of humanities</li> <li># Reflect on their practice</li> </ul>   |
| <b>Assessment:</b>        | There are 3 assessment tasks: Annotated Lesson Plans (800 words) due early semester (20%) Team Presentation (1200 words equivalent) due as individually scheduled (30%) Formal essay (2000 words) due end of semester (50%)  |
| <b>Prescribed Texts:</b>  | Gilbert, R. (ed) (2004) Studying Society and Environment. Third edition. Melbourne. Thompson.  |
| <b>Breadth Options:</b>   | This subject is not available as a breadth subject.  |
| <b>Fees Information:</b>  | Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>  |
| <b>Generic Skills:</b>    | <p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul> |
| <b>Related Course(s):</b> | Master of Teaching (Secondary)   |