

## 460-577 Learning Area Humanities (Additional) 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-575 Learning Area Humanities 1 460-569 Learning Area Geography 1or 460-573 Learning Area History 1 (co or prerequisite).
<b>Corequisites:</b>	460-575 Learning Area Humanities 1 460-569 Learning Area Geography 1 or 460-573 Learning Area History 1 (co or prerequisite).
<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>Humanities Additional extends professional perspectives exploring policy and research beyond classroom practice. Models of curriculum design, policy making and approaches to assessment in the humanities will be the focus of investigations through research and critical discourse analysis.</p> <p>This subject has an emphasis on learning, teaching, and curriculum issues and their contextual influences in Humanities. Practice in the humanities classroom which highlights critical reflection, inquiry and personalised learning, will be explored. In addition teacher candidates will undertake a negotiated, in-depth negotiated study arising from key themes in the subject enabling them to build on the main themes introduced in this subject.</p>
<b>Objectives:</b>	<p>On completion of this subject teacher candidates will be able:</p> <ul style="list-style-type: none"> <li># To design learning which explores the capacity of Humanities to address cultural diversity, individual differences and nurture active citizenship in all students</li> <li># To understand the concepts and skills embedded within the disciplines in Humanities</li> <li># To foster understanding of key educational documents and issues relating to Humanities and its place in the school curriculum</li> <li># To provide students with opportunities to explore the wider issues concerning the teaching of Humanities at secondary level.</li> <li># Critique recent developments in Humanities education and their impact upon curriculum development and teaching approaches.</li> </ul>

<b>Assessment:</b>	There are 3 assessment tasks: Micro teaching (800 words equivalent) due as individually scheduled (20%) Design of a Classroom resource for student centred learning (1200 words) due mid semester (30%) Negotiated Study (2000 words) due end of semester (50%)
<b>Prescribed Texts:</b>	Collection of readings.
<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)