

## 460-677 Understanding Knowing and Learning

<b>Credit Points:</b>	12.50
<b>Level:</b>	1 (Undergraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville Campus
<b>Time Commitment:</b>	Contact Hours: 1 1-hour lecture and 1 2-hour seminar each week Total Time Commitment: 120 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>	Dr John Keith Munro
<b>Subject Overview:</b>	This subject will lead students to increase their understanding of various 'ways of knowing' and develop personal theories of knowledge and its enhancement. Topics will include: a consideration of knowledge as representation; the constructs used to explain aspects of knowledge (conceptual networks, prototypes, experiences, emotions); the psychological processes that influence its acquisition; learning and thinking as knowledge enhancement; multiple representations of knowledge and recoding; types of reflective activity and reflection as the distillation and transformation of knowledge; types of learning (for example, deep, surface and achieving); and biological models of knowledge and learning. Students will be encouraged to develop this understanding in the context of their tertiary learning and to understand themselves as knowledge enhancers.
<b>Objectives:</b>	The aim of this subject is to lead students to increase their understanding of various 'ways of knowing' and to develop personal theories of knowledge and its enhancement. Students will : <ul style="list-style-type: none"> <li># focus on examining questions such as : What is knowledge ? What is understanding ?;</li> <li># develop a language describing knowledge and learning; and</li> <li># learn conceptual tools for unpacking and linking these questions with both their experiences of knowledge and learning and with guided study in relevant areas.</li> </ul>
<b>Assessment:</b>	A 1500-word analysis of a topic chosen by the student from their major field of study in terms of the types of knowledge that constitute their understanding of it, due mid-semester (35%); a 2500-word assignment on a topic chosen by the student from their major field of study in which they (i) describe the types of learning and knowledge changes that occurred during the learning; (ii) what they have learnt about knowledge, its construction and themselves as 'knowers'; (iii) their understanding of knowledge transfer, due after the end of semester (65%).
<b>Prescribed Texts:</b>	A book of readings will be produced
<b>Breadth Options:</b>	This subject potentially can be taken as a breadth subject component for the following courses:

	<p># <b><u>Bachelor of Arts</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/D09">https://handbook.unimelb.edu.au/view/2009/D09</a>)</p> <p># <b><u>Bachelor of Biomedicine</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/J07">https://handbook.unimelb.edu.au/view/2009/J07</a>)</p> <p># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/F04">https://handbook.unimelb.edu.au/view/2009/F04</a>)</p> <p># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/A04">https://handbook.unimelb.edu.au/view/2009/A04</a>)</p> <p># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/M05">https://handbook.unimelb.edu.au/view/2009/M05</a>)</p> <p># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/R01">https://handbook.unimelb.edu.au/view/2009/R01</a>)</p> <p># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2009/355-AA">https://handbook.unimelb.edu.au/view/2009/355-AA</a>)</p> <p>You should visit <b><u>learn more about breadth subjects</u></b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<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 students will be able to:</p> <ul style="list-style-type: none"> <li># describe the types of knowledge they are learning;</li> <li># develop a problem solving approach to the analysis of this knowledge;</li> <li># use this to analyse the knowledge they are learning; and</li> <li># communicate this understanding</li> <li>#</li> </ul>