

EDUC10050 Understanding Knowing and Learning

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville Campus
Time Commitment:	Contact Hours: 1 1-hour lecture and 1 2-hour seminar each week Total Time Commitment: 120 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Dr John Munro
Contact:	Education Student Centre
Subject Overview:	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.
Objectives:	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 : # focus on examining questions such as : What is knowledge ? What is understanding ?; # develop a language describing knowledge and learning; and # learn conceptual tools for unpacking and linking these questions with both their experiences of knowledge and learning and with guided study in relevant areas.
Assessment:	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%).
Prescribed Texts:	A book of readings will be produced
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2010/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2010/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2010/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2010/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2010/B-MUS)

	<ul style="list-style-type: none"># Bachelor of Science (https://handbook.unimelb.edu.au/view/2010/B-SCI)# Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2010/355AA) <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"># describe the types of knowledge they are learning;# develop a problem solving approach to the analysis of this knowledge;# use this to analyse the knowledge they are learning; and# communicate this understanding#