

EDUC90370 Assessment, Learning & Teaching(Primary)

EDUC90365: Assessment, Learning & Teaching (Primary)

Credit Points:	6.25						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, On Campus						
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment						
Prerequisites:	<div>You must have taken the following subjects prior to enrolling in this subject</div> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90365 Learners, Teachers and Pedagogy (Prim)</td><td>March</td><td>12.50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50
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EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50					
Corequisites:	<div>You must take the following subject in the same study period</div> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90369 Professional Practice and Seminar Prim 2</td><td>Summer Term, Semester 2</td><td>12.50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 2	12.50
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EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 2	12.50					
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 Claire Spicer						
Contact:	Education Student Centre						
Subject Overview:	In this subject students will study assessment and reporting linked to teaching and the classroom learning encompassing cognitive, affective, physical and aesthetic domains. Links between assessment and curriculum are examined and connected to evidence-based decision developmental frameworks. In developing and designing assessment protocols, students will develop both objectively and subjectively scored assessment strategies. The importance and use of various approaches to gathering evidence, interpretation of frameworks and methods of record keeping and reporting will be examined and several will be practised. Both formal and informal methods of assessment and examination will be studied and students will develop skills in evaluating forms and functions of assessment and reporting. Skills in combining assessment evidence of learning to form an overall summative assessment for recording and reporting purposes will be developed.						
Objectives:	<div>Teacher candidates will participate as a member of a professional learning team to:</div> <ul style="list-style-type: none"># Practise different approaches to collecting evidence of learning and development;# Construct assessment procedures that yield a developmental learning continuum;# Interpret assessment data using formal interpretative frameworks;# Locate students on the continuum;# Identify, design and defend differentiated and focussed intervention strategies for each student;# Link teaching and learning resources to intervention strategies;# Monitor student development on the continuum;# Combine development continua for overall assessments from unit or module to subject and year levels;						

	# Report to stakeholders about student learning and make recommendations for support and intervention.
Assessment:	There are 3 assessment tasks: A report (500 words) due mid semester (12.5%) A discussion paper (500 words) due mid semester (12.5%) A team based analytical task (3000 words) due end of semester (75%)
Prescribed Texts:	Collection of materials.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<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"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change. # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Primary)