

EDUC90405 Learners, Teachers and Pedagogy (Sec)

Credit Points:	12.50											
Level:	9 (Graduate/Postgraduate)											
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville, On Campus											
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment											
Prerequisites:	None											
Corequisites:	460-540 Professional Practice & Seminar Sec 1a OR 460-547 Professional Practice & Seminar Sec 1r <table border="1" data-bbox="382 669 1472 878"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90404 Professional Practice & Seminar Sec 1a</td> <td>Semester 1</td> <td>18.75</td> </tr> <tr> <td>EDUC90411 Professional Practice & Seminar Sec 1r</td> <td>Semester 1</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90404 Professional Practice & Seminar Sec 1a	Semester 1	18.75	EDUC90411 Professional Practice & Seminar Sec 1r	Semester 1	6.25
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EDUC90404 Professional Practice & Seminar Sec 1a	Semester 1	18.75										
EDUC90411 Professional Practice & Seminar Sec 1r	Semester 1	6.25										
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 Barbara Kameniar											
Contact:	Education Student Centre											
Subject Overview:	<p>This subject will provide the general conceptual framework for understanding learning, teaching and curriculum. It will examine how learning can be enhanced from a range of evidence-based, theoretical and socio-cultural perspectives. Developmental trends in how knowledge is acquired, how learning occurs and the processes that facilitate it will be identified and evaluated. These include cognitive transformation, self-regulation, motivation and knowledge storage and retrieval and include physical, social, emotional, cultural and cognitive aspects.</p> <p>Pedagogical approaches and conceptualisations of curriculum for fostering the enhancement of knowledge and effective learning will be developed within an integrated framework. The development of a repertoire of approaches across pedagogy, curriculum and assessment will be stressed. The strategic role of the teacher in optimising student learning, developing a culture of learning and building relationships will be investigated. This will include strategies and approaches for accessing, activating, evaluating and monitoring learning in ways that are developmentally and contextually relevant and that build on the diverse backgrounds and experiences of students and the learning community.</p> <p>There will be strong emphasis on links with schools and critical reflection as a paradigm for teacher self-evaluation and professional learning.</p>											
Objectives:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"> # Articulate how learning occurs and the key roles of processes such as cognitive transformation, motivation self-regulation and social influences on knowledge enhancement; # Describe developmental trends in knowledge acquisition from a range of relevant perspectives; # Explicate links between pedagogy, curriculum and learning; 											

	<ul style="list-style-type: none"> # Describe key characteristics of learning environments that engage students emotionally, socially, physically, culturally and cognitively; # Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students; # Evaluate and critique teaching practice and curriculum implementation through the lens of evidence based research; # Reflect critically on their own learning and teaching and identify implications for their own professional growth.
Assessment:	One 2,000 word essay, due in week 5 (50 per cent).One 4,000 word or equivalent report, due in examination week (50 per cent). In accelerated mode the report is comprised of 2,000 words or equivalent from Learners, Teachers and Pedagogy (Secondary) and 2,000 words or equivalent from Social and Professional Contexts. In reduced mode the report is 2,000 words or equivalent and comprises the Learners, Teachers and Pedagogy (Secondary) component only of the accelerated mode assessment.
Prescribed Texts:	None
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, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice; # Make recommendations for improving the quality and characteristics of student learning including stimulating and sustaining motivation and self-regulation; # Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding; # Participate actively and positively in a learning community; # Evaluate and use constructive criticism of their work and the work of colleagues.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)