

## EDUC90365 Learners, Teachers and Pedagogy (Prim)

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Parkville, On Campus								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. 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.								
Prerequisites:	None								
Corequisites:	You must take the following subject in the same study period <table border="1"><thead><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr></thead><tbody><tr><td>EDUC90364 Professional Practice and Seminar Prim 1</td><td>Semester 1, Semester 2</td><td>12.50</td></tr></tbody></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90364 Professional Practice and Seminar Prim 1	Semester 1, Semester 2	12.50
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EDUC90364 Professional Practice and Seminar Prim 1	Semester 1, Semester 2	12.50							
Recommended Background Knowledge:	None								
Non Allowed Subjects:	None								
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H								
Coordinator:	Assoc Prof Kay Margetts								
Contact:	Education Student Centre								
Subject Overview:	<p>This subject will provide the general conceptual framework for understanding learning, teaching and curriculum. It will analyse the knowledge enhancement process from a range of evidence-based, theoretical and socio-cultural perspectives. Developmental trends in knowledge acquisition 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 and cognitive aspects.</p> <p>Pedagogical approaches and conceptualisations of curriculum for fostering knowledge enhancement and effective learning will be developed within an integrated framework. Consistency of approach across pedagogy, curriculum and assessment will be stressed. The strategic role of the teacher in optimising student learning and managing the classroom climate and building relationships will be investigated. This will include strategies and approaches for 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 teacher candidates will be able to:</p> <ul style="list-style-type: none"><li># Articulate how learning occurs and the key roles of processes such as cognitive transformation, motivation self-regulation and social influences on knowledge enhancement</li><li># Describe developmental trends in knowledge acquisition from a range of relevant perspectives</li><li># Explicate links between pedagogy, curriculum and learning</li></ul>								

	<ul style="list-style-type: none"> <li># Describe key characteristics of learning environments that engage students emotionally, socially, physically and cognitively</li> <li># Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students</li> <li># Evaluate and critique teaching practice and curriculum implementation from relevant research validated perspectives</li> <li># Reflect critically on their own learning and teaching and identify implications for their own professional growth.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: Examination (1600 word equivalent) due end of semester (40%) Team 'knowledge enhancement' task (2400 words) due late semester (60%)
<b>Prescribed Texts:</b>	None
<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># Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice;</li> <li># Make recommendations for improving the quality and characteristics of student learning including stimulating and sustaining motivation and self-regulation</li> <li># Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding</li> <li># Participate actively and positively in a learning community</li> <li># Evaluate and use constructive criticism of their work and the work of colleagues</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Primary)