

EDUC90409 Assessment, Learning and Teaching (Sec)

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: July, 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:	The following is a concurrent prerequisite: <table><tr><td>Subject</td><td>Study Period Commencement:</td><td>Credit Points:</td></tr><tr><td>EDUC90405 Learners, Teachers and Pedagogy (Sec)</td><td>Semester 1</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50
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EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50							
Corequisites:	None								
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:	Mr Michael Francis								
Contact:	Education Student Centre								
Subject Overview:	In this subject teacher candidates 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, teacher candidates 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 teacher candidates will develop skills in evaluating forms and functions of assessment and reporting. Skills in combining assessment evidence of learning to form objectives for teaching and overall summative assessments for recording and reporting purposes will be developed.								
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"># Practice 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 [for content];								

	<ul style="list-style-type: none"> # 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; # Evaluate formal high stakes examination systems and their purposes.
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 readings.
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 changes; # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # 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 (Secondary) Master of Teaching (Secondary)