

EDUC90439 Learning Area Geography 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 1, 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:	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:	Ms Jeana Kriewaldt
Contact:	Education Student Centre
Subject Overview:	<p>The subject will develop teacher candidates understanding of the purposes, approaches and issues of teaching geography in the secondary classroom. The key areas of the course are planning and organisation; teaching and learning; recording and assessment; geographic skills; and resources for learning. The key concepts of geography will be studied with an emphasis placed on how each concept can be learned by 11 to 18 year olds.</p> <p>The course includes a detailed study of senior geography including practical and theoretical issues in planning units of work from VCE Geography Study Design. State curriculum policy documents will be used to explore ways that geography can be organised to meet the different learning needs of students in the middle years of schooling.</p> <p>Pedagogical approaches will include those that advance critical thinking, metacognition, inquiry and spatial literacy. Topics include the value and place of different kinds of geography and their links to other disciplines; the development of geographical skills and concepts; the relationship between geographical knowledge and participatory citizenship; the pursuit of respect and valuing of diversity; and a focus on the rights of all people; social justice and sustainability.</p>
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Demonstrate competency in the use of concepts, knowledge and skills in Geography and develop coherent learning sequences in accordance with current curriculum frameworks # Foster developmentally appropriate and socially just curriculum and model learning strategies which develop inquiry and curiosity about the world # Develop an understanding of what is best practice in the teaching and learning of Geography # Demonstrate professional collegiality and participate effectively in team work # Reflect on their practice # Identify areas for personal ongoing professional learning

Assessment:	There are 3 assessment tasks: Annotated Lesson Plans (800 words) due early semester (20%) Team Presentation (1200 words equivalent) as scheduled (30%) Negotiated project (2000 words) due late semester (50%) There are 2 hurdle requirements: Lesson Plan due early semester 80% attendance
Prescribed Texts:	A collection of readings. Board of Studies, VCE Study Design for Geography. 2005 (available online)
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):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>