

## EDUC90595 Linking Curriculum and Pedagogy

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| <b>Credit Points:</b>                    | 12.50   |
| <b>Level:</b>                            | 9 (Graduate/Postgraduate)   |
| <b>Dates &amp; Locations:</b>            | 2012, Parkville<br>This subject commences in the following study period/s:<br>January, Parkville - Taught on campus.  |
| <b>Time Commitment:</b>                  | Contact Hours: 36 hours. Total Time Commitment: 120 hours. 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.  |
| <b>Prerequisites:</b>                    | None  |
| <b>Corequisites:</b>                     | None  |
| <b>Recommended Background Knowledge:</b> | None  |
| <b>Non Allowed Subjects:</b>             | None  |
| <b>Core Participation Requirements:</b>  | 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: H <a href="http://www.services.unimelb.edu.au/disability/H">http://www.services.unimelb.edu.au/disability/H</a>  |
| <b>Coordinator:</b>                      | Dr Suzanne Rice   |
| <b>Contact:</b>                          | Education Student Centre  |
| <b>Subject Overview:</b>                 | This subject will examine the transformation of interdisciplinary knowledge into pedagogical content knowledge, and strategies for optimizing student learning. The construction of curriculum within the context of schooling will be explored and the development of interdiscipline knowledge across the secondary years will be tracked. Mandated curriculum documents relevant to the Learning Areas, such as (for Victorian associates) VELS and the VCE Study Designs, will be introduced. The associates will develop lesson plans, micro lesson and reflection.  |
| <b>Objectives:</b>                       | On completion of this subject, associates should be able to: <ul style="list-style-type: none"> <li># Demonstrate familiarity with key curriculum policy documents relating to relevant curriculum frameworks;</li> <li># Plan and evaluate learning and teaching experiences in coherent sequences of lessons in accord with these curriculum policies;</li> <li># Acknowledge and respond to student diversity and different learning styles;</li> <li># Describe an exemplary classroom and best practice in learning and teaching;</li> <li># Use digital technologies effectively to promote learning in their classrooms;</li> <li># Articulate their personal philosophy of teaching.</li> </ul> |
| <b>Assessment:</b>                       | A presentation of a "micro-lesson" (15 minutes) and a 1000-word reflection underpinning theory due in the initial intensive (40 per cent); A set of lesson plans equivalent to one week's teaching in the subject (2000 words or equivalent) due early semester 1 (60%)   |
| <b>Prescribed Texts:</b>                 | Curriculum documents relevant to the state in which the associates will be teaching.  |

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| <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 the subject, associates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"><li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;</li><li># Be flexible and able to adapt to change through knowing how to learn;</li><li># Understand the significance of developing their practice on the basis of research evidence;</li><li># Work in teams with skills in cooperation, communication and negotiation;</li><li># Be independent of mind, reasonable, resilient, self-regulating;</li><li># Have a conscious personal and social values base.</li></ul> |