

EDUC10050 Understanding Knowing and Learning

Credit Points:	12.50
Level:	1 (Undergraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 1 1-hour lecture and 1 2-hour seminar each week Total Time Commitment: 120 hours total commitment Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject will lead students to increase their understanding of various ways of knowing and learning while developing personal theories of learning and its enhancement. This will be achieved through exploration of various theoretical perspectives combined with practical application. Theoretical perspectives covered include those of Plato, Locke, Piaget, Skinner, Dewey, Vygotsky and others. Practical application will involve supported experience of tutoring others.
Objectives:	The aim of this subject is to lead students to increase their understanding of learning and how to support their own learning and that of others. Students will : <ul style="list-style-type: none"> # focus on examining questions such as : What is learning ? What is knowledge? How do people learn? How can I positively influence learning? # build a repertoire of strategies designed to support learning; and # develop their own philosophy of learning informed by various theoretical perspectives as well as their own practice.
Assessment:	A 1500-word analytical description of the learning situation encountered through tutoring, due mid-semester (35%); A 2500-word essay stating a personal philosophy of learning informed by the theoretical perspectives covered in classes and the practical experience gained through tutoring, due the end of semester (65%).
Prescribed Texts:	Phillips, D. C., & Soltis, J. F. (2009). Perspectives on Learning (5 th edn). New York: Teachers College Press.
Breadth Options:	This subject potentially can be taken as a breadth subject component for the following courses: <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2013/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2013/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2013/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2013/B-ENVS)

	<p># <u>Bachelor of Music</u> (https://handbook.unimelb.edu.au/view/2013/B-MUS)</p> <p># <u>Bachelor of Science</u> (https://handbook.unimelb.edu.au/view/2013/B-SCI)</p> <p># <u>Bachelor of Engineering</u> (https://handbook.unimelb.edu.au/view/2013/B-ENG)</p> <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"> # describe the types of knowledge they are learning; # develop a problem solving approach to the analysis of this knowledge; # use this to analyse the knowledge they are learning; and # communicate this understanding #
Related Breadth Track(s):	Knowing and Learning