

## EDUC10057 Wellbeing, Motivation and Performance

<b>Credit Points:</b>	12.50
<b>Level:</b>	1 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours. 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.
<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 Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a> .
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	<p>This subject will enable students to explore how education can be used to enable individuals and communities to attain high levels of wellbeing and the role of education in achieving peak performance.</p> <p>The subject will explore teachable skills and pathways for cultivating wellbeing through an education lens. Students will be exposed to a variety of disciplines including education, social science, philosophy, sports science, sociology, organizational science and psychology.</p> <p>Students will learn about the historical and philosophical views of a life-well lived; the paradigm shift from problem-focused to strengths-based approaches; and the evolution of the view of the human, from passive stimulus-response beings to active, self-directed agents.</p> <p>Students will apply methods that have been evaluated in education settings to increase their own wellbeing and the wellbeing of those around them.</p>
<b>Learning Outcomes:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li># Gain an interdisciplinary view of wellbeing.</li> <li># Think of ways this knowledge can be used to educate communities and society.</li> <li># Distinguish between problem-focused versus strengths-based approaches in education.</li> </ul> <p>Create innovative exercises deigned to apply this knowledge through practice.</p>
<b>Assessment:</b>	There are two assessment tasks: 1500-word analysis of the student's experience applying this knowledge to every day life. Due mid-semester, 35% 2500-word assignment on wellbeing theories and ways this knowledge can be used to educate communities and society. Due end of semester, 65%
<b>Prescribed Texts:</b>	Readings will be posted on the LMS.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ARTS">https://handbook.unimelb.edu.au/view/2014/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-BMED">https://handbook.unimelb.edu.au/view/2014/B-BMED</a>)</li> </ul>

	<p># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-COM">https://handbook.unimelb.edu.au/view/2014/B-COM</a>)</p> <p># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENVS">https://handbook.unimelb.edu.au/view/2014/B-ENVS</a>)</p> <p># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-MUS">https://handbook.unimelb.edu.au/view/2014/B-MUS</a>)</p> <p># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-SCI">https://handbook.unimelb.edu.au/view/2014/B-SCI</a>)</p> <p># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENG">https://handbook.unimelb.edu.au/view/2014/B-ENG</a>)</p> <p>You should visit <b><u>learn more about breadth subjects</u></b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<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, students will able to:</p> <ul style="list-style-type: none"> <li># expand analytical and cognitive skills through developing ways to apply research to education.</li> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning through exposure to theoretical frameworks across disciplines.</li> <li># be well-informed citizens able to contribute wherever they choose to live and work through knowledge of how to increase well-being and in turn, performance outcomes in their communities.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/positive_individuals,_organisations_and_communities#wellbeing">http://education.unimelb.edu.au/study_with_us/breadth/positive_individuals,_organisations_and_communities#wellbeing</a>
<b>Related Breadth Track(s):</b>	Positive individuals, organisations and communities