

## EDUC90609 Curriculum: An Australian Perspective

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 170 hours
<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>Coordinator:</b>	Dr Glenn Savage
<b>Contact:</b>	<b>Contact Us</b> ( <a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a> ) Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This unit is designed as a broad introduction to the Australian curriculum and its history, in the context of international developments. The focus is on general level curriculum definitions, theory and principles and the Australian context. The unit will explore changes in curriculum priorities and design over recent decades and consider the historical, social, political and research related pressures and influences prompting and informing changes. Students will critically analyse various curriculum patterns and trends from the international context to gain better understanding of the dynamic interaction of factors that influences curriculum evolution and resulting educational outcomes.
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Demonstrate an understanding of different curriculum definitions and orientations and the underlying educational implications within each.</li> <li># Demonstrate an understanding of influences that shape curriculum within specific socio-political contexts.</li> </ul>
<b>Assessment:</b>	Students are to make a comparative study of curriculum in a participant country in PISA, investigating its content, priorities and structure. Educational outcomes of the country will also be explored, using PISA data. Students will submit a report of 2500 words and do a 1 minute presentation to the class of their findings (100 words equivalent), supported by a poster (400 words equivalent). Due mid semester, 60% (50% report, 10% poster presentation) 2,000 words written assignment. Students will use data collected by themselves and peers to analyse features of curriculum that foster excellence and equity in educational systems. End semester 40% 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>Prescribed Texts:</b>	None
<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>	# Analytic skills; # Written communication skills.
<b>Related Course(s):</b>	Master of Education Master of Education