

## EDUC90793 Positive Pedagogy: Science of Teaching

<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 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)
<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 Overview, Learning Outcomes 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 Catherine Scott
<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>	<p>This subject will draw on recent developments in cognitive and developmental psychology to deepen understanding of learning, teaching, assessment and curriculum in primary and secondary schools. It will analyse teaching and learning using evidence-based psychological and socio-cultural perspectives. Developmental trends in how children learn will be explored and the teaching techniques that facilitate learning will be identified and evaluated. The topics covered include memory, attention, intellectual development, motivation and self-concept.</p> <p>Approaches to teaching, including curriculum development, classroom practice and assessment for effective learning will be further developed. The importance of the teacher as leader of learning will be explored and the necessity to hold high expectations for all students and to understand them as learners and people will be stressed.</p> <p>There will be strong emphasis on making links between theory and practice with the objective of developing awareness of the self as learner to better understand teaching.</p>
<b>Learning Outcomes:</b>	<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"> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practices.</li> <li># Generate and analyse diverse sources of data that can effectively inform and assess student learning and development.</li> <li># Demonstrate an understanding of the ways in which theory and research informs practice.</li> <li># Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively.</li> <li># Demonstrate an understanding of the role of language as fundamental to education.</li> </ul>
<b>Assessment:</b>	Student/classroom observations (six): Short answer/essay 400 words each, due fortnightly, 60% A 1600 word essay outlining the design of two interventions. Due during the examination period,

	40% 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>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>	<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"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes;</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, responsible, resilient and self-regulating.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Primary) Master of Teaching (Secondary)