

## EDUC20075 Youth Leading Change

<b>Credit Points:</b>	12.5
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period students will be required to complete reading that will be provided via LMS. There will be questions, attached to the readings that students will discuss in the tutorials.
<b>Time Commitment:</b>	Contact Hours: 32 (4 days 9 to 5 during winter break) 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>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt;         &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Hernan Cuervo
<b>Contact:</b>	<a href="mailto:hicuervo@unimelb.edu.au">hicuervo@unimelb.edu.au</a> (mailto:hicuervo@unimelb.edu.au)
<b>Subject Overview:</b>	<p>This subject explores young people as change-makers and problem-solvers against a backdrop of social transformation in Australia and globally. It provides students with thinking tools for addressing local and global problems in everyday life and skills for leadership. The subject focuses particularly on the Asia-Pacific region, home for forty-five percent of the world's youth and a geographical area experiencing dramatic social and economic transformations. Students will be supported to critically analyse the significant opportunities (including new mobilities, educational opportunities) and challenges (for example, increasing inequality, high rates of urbanisation and mental health problems) produced by these transformations in our region. The subject positions young people as part of the solution to challenges produced by social change and views young people as the initiators and managers of change, employing different leadership styles. Case studies will be identified and investigated in class, including those related to issues such as: education (formal and non-formal), employment, public policy, law, health, justice, mobilities and migration, and use of digital communication and popular culture.</p>
<b>Learning Outcomes:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># identify and understand the ways in which young people are and can be positioned to participate in social change</li> <li># critically analyse real-world case studies where young people are making change in the Asia-Pacific region</li> <li># become aware of places and niches where change is possible and needed</li> <li># identify the interests, knowledge base (for example, from their undergraduate degree), and skill set that they personally can contribute to making change in their world and the world around them</li> </ul>

	# critically reflect on their role as an educator or leader in communities
<b>Assessment:</b>	There are two assessment tasks: Group presentation (equivalent to 1000 words) during intensive teaching period, 25% 3000-word essay , due 4 weeks after intensive teaching period, 75% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	A set of readings will be provided via 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/2016/B-ARTS">https://handbook.unimelb.edu.au/view/2016/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-BMED">https://handbook.unimelb.edu.au/view/2016/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-COM">https://handbook.unimelb.edu.au/view/2016/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-ENVS">https://handbook.unimelb.edu.au/view/2016/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-MUS">https://handbook.unimelb.edu.au/view/2016/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2016/B-SCI">https://handbook.unimelb.edu.au/view/2016/B-SCI</a>)</li> </ul> <p>You should visit <a href="http://breadth.unimelb.edu.au/breadth/info/index.html">learn more about breadth subjects (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>This subject should enable students to</p> <ul style="list-style-type: none"> <li># articulate their role as active global citizens, who can contribute to their communities wherever they live and work</li> <li># engage in meaningful public discourse, with a profound awareness of community needs</li> <li># understand their role as leaders and educators in communities, able to initiate and implement constructive change in their communities, professions and workplaces</li> <li># be aware of their role in creating learning cultures and mentoring future generations of learners</li> <li># demonstrate a high level of achievement in writing, generic research activities, problem-solving and communication</li> <li># recognise their own skill set and the in-depth knowledge of their specialist discipline(s)</li> <li># expand their analytical, cognitive and creative skills through learning experiences with other disciplines</li> <li># demonstrate excellent interpersonal skills, including an awareness of personal strengths and limitations be critical and creative thinkers, with an aptitude for continued self-directed learning</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/breadth_subjects">http://education.unimelb.edu.au/study_with_us/breadth/breadth_subjects</a>
<b>Related Breadth Track(s):</b>	Youth, Citizenship and Identity