

EDUC90626 Transforming Sustainability Education

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	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.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours in total
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>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.</p> <p>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: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	Transforming sustainable education takes as its major focus transformations in pedagogy. Within the context of education for sustainability, critical concepts in thinking about teaching and learning are examined. Adding to our existing repertoire are pedagogies of enactment - practices that educators can enact when educating for sustainability. These pedagogies and practices include interdisciplinary thinking and learning, experiential learning; problem-based learning, embodied knowing and critical pedagogic approaches. Putting practice at the centre, this subject is directed at utilising pedagogies that can drive change in communities. This subject models the principles that are studied, and are applicable to a wide range of subject matters, learners, and contexts, including universities, schools, workplaces, and informal learning settings.
Learning Outcomes:	On completion of this subject students will be able to: <ul style="list-style-type: none"> # Identify critical concepts in thinking about teaching and learning within education for sustainability as they relate to an education setting; # Critically analyse their own values, attitudes and beliefs about learning and teaching as they relate to transformation; # Identify pedagogical approaches in which sustainability can be advanced; # Evaluate the pedagogical intent and impact of an education for sustainability curriculum resource; # Design a professional learning module for educators on an aspect of sustainability education.
Assessment:	There will be three assessment tasks for this subject: 1) Reflective responses to learning tasks via on-line discussion board (20%); 1000 word equivalent. Due ongoing. 2) Critique of a curriculum resource 1000 words or equivalent. 20% of total assessment. This is an individual

	task, due after mid-semester break.3) A major project 3000 words or equivalent. 60% of total assessment. This may be an individual or group task, due at the end of semester. If students take up the option of working in a group the word limit will be modified in line with the number of participants working in the group. A common mark will be given. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be critical and creative thinkers, with an aptitude for continued self-directed learning; # Demonstrate a high level of achievement in writing, common research activities, problem solving and communication; # Be skilled communicators who can effectively articulate and justify their beliefs and practices as knowledgeable agents of changes; # Work in teams with skills in cooperation, communication and negotiation; # Capably synthesise personal experience with research evidence and critical analysis into other contexts.
Related Course(s):	Master of Education Master of Education
Related Majors/Minors/Specialisations:	Education Education and Social Change Tailored Specialisation Tailored Specialisation