

EDUC90793 Positive Pedagogy: Science of Teaching

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)
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>
Contact:	d.acquaro@unimelb.edu.au (mailto:d.acquaro@unimelb.edu.au)
Subject Overview:	<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>
Learning Outcomes:	<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"> # Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions. # Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practices. # Generate and analyse diverse sources of data that can effectively inform and assess student learning and development. # Demonstrate an understanding of the ways in which theory and research informs practice. # Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively. # Demonstrate an understanding of the role of language as fundamental to education.
Assessment:	<p>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% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>

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, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes;# Be flexible and able to adapt to change through knowing how to learn;# Understand the significance of developing their practice on the basis of research evidence;# Work in teams with skills in cooperation, communication and negotiation;# Be independent of mind, responsible, resilient and self-regulating.
Related Course(s):	Master of Teaching (Primary) Master of Teaching (Secondary)