

460-501 Learners, Teachers and Pedagogy (Prim)

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	460-500 Professional Practice and Seminar Prim 1
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>
Coordinator:	John Munro and Kay Margetts
Subject Overview:	<p>This subject will provide the general conceptual framework for understanding learning, teaching and curriculum. It will analyse the knowledge enhancement process from a range of evidence-based, theoretical and socio-cultural perspectives. Developmental trends in knowledge acquisition and the processes that facilitate it will be identified and evaluated. These include cognitive transformation, self-regulation, motivation and knowledge storage and retrieval and include physical, social, emotional and cognitive aspects.</p> <p>Pedagogical approaches and conceptualisations of curriculum for fostering knowledge enhancement and effective learning will be developed within an integrated framework. Consistency of approach across pedagogy, curriculum and assessment will be stressed. The strategic role of the teacher in optimising student learning and managing the classroom climate and building relationships will be investigated. This will include strategies and approaches for activating, evaluating and monitoring learning in ways that are developmentally and contextually relevant and that build on the diverse backgrounds and experiences of students and the learning community.</p> <p>There will be strong emphasis on links with schools and critical reflection as a paradigm for teacher self-evaluation and professional learning.</p>
Assessment:	There are 2 assessment tasks: Examination (1600 word equivalent) due end of semester (40%) Team 'knowledge enhancement' task (2400 words) due late semester (60%)
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:	On completion of this subject teacher candidates will be able to:

- # Articulate how learning occurs and the key roles of processes such as cognitive transformation, motivation self-regulation and social influences on knowledge enhancement
- # Describe developmental trends in knowledge acquisition from a range of relevant perspectives
- # Explicate links between pedagogy, curriculum and learning
- # Describe key characteristics of learning environments that engage students emotionally, socially, physically and cognitively
- # Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students
- # Evaluate and critique teaching practice and curriculum implementation from relevant research validated perspectives
- # Reflect critically on their own learning and teaching and identify implications for their own professional growth.

On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:

- # Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice;
- # Make recommendations for improving the quality and characteristics of student learning including stimulating and sustaining motivation and self-regulation
- # Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding
- # Participate actively and positively in a learning community
- # Evaluate and use constructive criticism of their work and the work of colleagues

Related Course(s):

Master of Teaching (Primary)