

460-545 Assessment, Learning and Teaching (Sec)

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	460-541 Learners, Teachers and Pedagogy
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<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>
Coordinator:	Patrick Griffin
Subject Overview:	In this subject teacher candidates will study assessment and reporting linked to teaching and the classroom learning encompassing cognitive, affective, physical and aesthetic domains. Links between assessment and curriculum are examined and connected to evidence-based decision developmental frameworks. In developing and designing assessment protocols, teacher candidates will develop both objectively and subjectively scored assessment strategies. The importance and use of various approaches to gathering evidence, interpretation of frameworks and methods of record keeping and reporting will be examined and several will be practised. Both formal and informal methods of assessment and examination will be studied and teacher candidates will develop skills in evaluating forms and functions of assessment and reporting. Skills in combining assessment evidence of learning to form objectives for teaching and overall summative assessments for recording and reporting purposes will be developed.
Assessment:	There are 3 assessment tasks: A report (500 words) due mid semester (12.5%) A discussion paper (500 words) due mid semester (12.5%) A team based analytical task (3000 words) due end of semester (75%)
Prescribed Texts:	Collection of readings.
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: <ul style="list-style-type: none"> # Practice different approaches to collecting evidence of learning and development; # Construct assessment procedures that yield a developmental learning continuum; # Interpret assessment data using formal interpretative frameworks; # Locate students on the continuum;

	<ul style="list-style-type: none"> # Identify, design and defend differentiated and focussed intervention strategies for each student [for content]; # Link teaching and learning resources to intervention strategies; # Monitor student development on the continuum; # Combine development continua for overall assessments from unit or module to subject and year levels; # Report to stakeholders about student learning and make recommendations for support and intervention; # Evaluate formal high stakes examination systems and their purposes. <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, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)