

## 460-570 Learning Area Geography 2

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	This subject is not offered in 2008. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-569 Learning Area Geography 1
<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>	Jeana Kriewaldt
<b>Subject Overview:</b>	<p>This subject builds on the concepts introduced in Learning Area Geography 1. Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>This unit will develop teacher candidates' understanding of teaching geographical tools and skills, particularly the central place of fieldwork and inquiry learning experiences. A variety of geographical resources developed for teaching such as maps, graphs and statistics, and photographs will be used to investigate the components of planning a sequence of skill development. Teacher candidates will understand the role and importance of developing spatial literacy in secondary schools. Fieldwork, including residential fieldwork, is also an essential part of the course.</p> <p>The connection between geography, technology and society will be a focus. Through research and reflection students will explore and critique recent developments in Geography education and their impact upon curriculum design and teaching approaches to develop a critical understanding of contemporary issues in geography education. This unit will ask teacher candidates to explore the established research field of geography education to engage in small scale inquiry in a school.</p>
<b>Assessment:</b>	There are 3 assessment tasks: Unit Outline (1600 words) due mid semester (40%) Presentation (800 words equivalent) due as individually scheduled (20%) Inquiry (1600 words) due late semester (40%) There is 1 hurdle requirement: 80% attendance
<b>Prescribed Texts:</b>	A collection of readings. Board of Studies, VCE Study Design for Geography. 2005 (available online) i
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<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>	On completion of this subject teacher candidates will be able to:

- # Individually design and implement plans for student centred learning experiences which cater for a range of learners using current best practice models of learning and assessment including an understanding of discipline-based pedagogy.
- # Demonstrate an advanced capacity to use of concepts, knowledge and skills in Geography to develop coherent learning sequences in accordance with current curriculum frameworks
- # Demonstrate professional collegiality and participate effectively in team work
- # Foster developmentally appropriate and socially just curriculum and model learning strategies which develop inquiry and curiosity about the world
- # Articulate a personal philosophy, and understanding of what is best practice in the teaching and learning of Geography
- # Apply democratic processes to a Geography classroom and promote the growth of active citizenship in all students
- # Reflect on their practice
- # Design and complete an inquiry cycle which integrates theory and practice.

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

- # 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)