

## 460-574 Learning Area History 2

<b>Credit Points:</b>	12.500
<b>Level:</b>	Graduate/Postgraduate
<b>Dates &amp; Locations:</b>	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
<b>Prerequisites:</b>	460-573 Learning Area History 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>	John Whitehouse
<b>Subject Overview:</b>	<p>This subject offers an advanced exploration of methods of teaching history in secondary schools. 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>The course encourages teacher candidates to deepen their pedagogical content knowledge and explore practical teaching strategies in the context of rich theoretical frameworks. This subject examines the relationship between historical knowledge and participatory citizenship. In addition, teacher candidates are required to critically evaluate their teaching practice as they examine the course design choices that teachers make when they build disciplinary and interdisciplinary programs. Key topics include: interdisciplinary programs, curriculum management, learning pathways and assessment from the perspective of discipline-based pedagogy. Reflection on the relationship between historiography and curriculum studies is a key aspect of the course along with an analysis of the concept of historical imagination.</p> <p>The production of a portfolio is central to the development of knowledge and understanding of critical theories and approaches to the humanities. Teacher candidates will undertake a study of a chosen aspect of history education with this task emphasising research and collegiality.</p>
<b>Assessment:</b>	There are 3 assessment tasks: A research task (1500 words) due mid-semester (30%); A team teaching presentation that is delivered in class (500 word equivalent) as scheduled (20%); A history teaching portfolio (2000 words) due at the end of semester (50%).
<b>Prescribed Texts:</b>	VCAA, History VCE Study Design. 2004. Collection of Readings (from LAS History 1)
<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:

	<p>Personalise learning for each student in this curriculum area</p> <ul style="list-style-type: none"> <li># Effectively teach history in secondary schools;</li> <li># Critically reflect on and evaluate teaching practice</li> <li># Work effectively with teacher colleagues and demonstrate commitment to best practice.</li> </ul> <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"> <li># Be skilled professionals who can effectively articulate and justify their teaching practices;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Plan and teach in teams with skills in cooperation, communication and negotiation.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>