

460-576 Learning Area Humanities 2

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| 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: | 460-575 Learning Area Humanities 1 |
| 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> |
| Coordinator: | Dagmar Turnidge |
| Subject Overview: | <p>This subject builds on the concepts introduced in Learning Area Humanities 1. Drawing on research on the diversity of secondary students' learning needs and effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>The major focus of this subject is to develop further teacher candidates understanding of the nature and purposes of Humanities education in years 7 to 12. Teacher candidates will continue to investigate the pedagogies associated with the disciplines of humanities in the secondary school, exploring ways to foster conceptual understandings and inquiry skills. The subject focus is on learning and teaching that is research led and uses interdisciplinary and disciplinary approaches to curriculum design and implementation. Through research and reflection teacher candidates will explore and critique recent developments in Humanities education and their impact upon curriculum design and teaching approaches.</p> |
| Assessment: | There are 3 assessment tasks: Unit Outline (1200 words) due mid semester (30%) Reading Responses and class presentation (800 words equivalent) due as individually scheduled (20%) Case Study (2000 words) due end of semester (50%) |
| Prescribed Texts: | None |
| Recommended 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: | <ul style="list-style-type: none"> # On completion of this subject teacher candidates will be able to: # Apply democratic processes to a Humanities classroom and promote the growth of active citizenship in all students |

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| | <ul style="list-style-type: none"> # Foster developmentally appropriate and socially just curriculum and model learning strategies which foster inquiry and curiosity about the world # Design and implement plans for student centred learning experiences which cater for a range of learners and respond appropriately to the diversity of student needs # Demonstrate competency in the use of concepts, knowledge and skills within in Humanities and develop units of work in accordance with current curriculum frameworks # Demonstrate professional collegiality and participate effectively in team work # Articulate a personal philosophy, and understanding of what is best practice, regarding the teaching and learning of humanities # Reflect on their practice <p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <p>Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</p> <p>Be flexible and able to adapt to change through knowing how to learn;</p> <p>Understand the significance of developing their practice on the basis of research evidence;</p> <p>Work in teams with skills in cooperation, communication and negotiation;</p> <p>Be independent of mind, responsible, resilient, self-regulating;</p> <p>Have a conscious personal and social values base.</p> |
| Related Course(s): | <p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p> |