

## 460-722 Concept Driven Curriculum

<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 1, - Taught on campus. Shanghai
<b>Time Commitment:</b>	Contact Hours: 18 hours Total Time Commitment: 125 additional study hours
<b>Prerequisites:</b>	None
<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>	Kay Margetts
<b>Subject Overview:</b>	Participants will explore how learners construct meaning including how understanding is acquired and what differentiates it from knowledge. Strategies for supporting the development of higher order thinking skills including the role of student directed concept-driven inquiry, the art of inquiring, and building communities of learners will be investigated. There will be a strong theoretical and practical emphasis on the development and implementation of a transdisciplinary curriculum that creates a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding.
<b>Assessment:</b>	Written assignment equivalent to 4,000 words (100 per cent).
<b>Prescribed Texts:</b>	None
<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>	<p>On completion of this subject, students will be able to: Explore and demonstrate an understanding of how knowledge and understanding are constructed and how they differ;</p> <ul style="list-style-type: none"> <li># Critically examine concept driven curriculum and strategies for supporting higher order thinking skills including the art of questioning;</li> <li># Articulate strategies for promoting student-directed inquiry and the development of higher order thinking skills;</li> <li># Demonstrate the ability to design and critique curriculum that balances the acquisition of essential knowledge with the search for meaning and understanding.</li> <li># Demonstrate an understanding of essential knowledge and skills to perform competently as a specialist teacher;</li> <li># Comprehend the intellectual, social and psychological aspects of their work with learners and synthesise theory and practice;</li> <li># Articulate key concepts of a concept driven transdisciplinary curriculum;</li> </ul>

- # Design and implement curriculum that creates a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding;
- # Evaluate and use constructive criticism of their own work and of the institutions in which they teach.