

## 476-101 Curriculum & Assessment

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| <b>Credit Points:</b>                    | 12.500  |
| <b>Level:</b>                            | Graduate/Postgraduate   |
| <b>Dates &amp; Locations:</b>            | 2008,<br>This subject commences in the following study period/s:<br>Semester 2, - Taught on campus.<br>Parkville, on-campus.  |
| <b>Time Commitment:</b>                  | Contact Hours: A total of 36 hours Total Time Commitment: Not available   |
| <b>Prerequisites:</b>                    | 476-100 Learning & Teaching   |
| <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>                      | Trevor Hay  |
| <b>Subject Overview:</b>                 | <p>Topics will be drawn from: purposes and types of curriculum; analysis of curriculum documents; investigation of changing models of curriculum design and the international trend towards outcomes-based curriculum planning; developing and implementing curriculum that is based on understandings regarding individual development, effective learning, and purposeful teaching; creating an inclusive and appropriate curriculum that is responsive to the needs of all learners and that fosters autonomous learning; purposes and types of assessment and reporting; the influence of assessment on and for productive learning; feedback on, and recording and reporting of, student learning - issues and practices; practical assessment and reporting approaches and strategies; the impact of international assessment and reporting trends on practices in local schools; the links, interaction and tensions between learning, teaching, curriculum and assessment in schools; evaluation of some current curriculum theories and practices in terms of the rationale and reality of learning, teaching and assessment; further refinement of practical teaching and communication skills, incorporating the use of innovative learning technologies, based on an enhanced understanding of the processes of learning, assessment and curriculum; and integrating areas of knowledge and skill that underpin teachers' professional practice, in and out of the classroom.</p> |
| <b>Assessment:</b>                       | A series of assessment tasks totalling 4000 words.  |
| <b>Prescribed Texts:</b>                 | Prescribed Texts:Portfolios, Performance and Authenticity (Hay and Moss (eds)), Pearson, 2005   |
| <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>                   | Information Not Available   |
| <b>Related Course(s):</b>                | Bachelor of Arts and Bachelor of Teaching   |

Bachelor of Creative Arts and Bachelor of Teaching  
Bachelor of Music and Bachelor of Teaching  
Bachelor of Teaching (Primary)