

482-616 The Thinking Curriculum-Theory & Prac

Credit Points:	25.000
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Summer Term, - Taught on campus.
Time Commitment:	Contact Hours: 36 hours plus 72 hours of non-contact time Total Time Commitment: Not available
Prerequisites:	None
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:	Clinton Golding
Subject Overview:	The subject starts with a review of the theory underpinning the thinking curriculum. We go beyond a random grab-bag of thinking tools to examine a variety of theories about what thinking is, what the fundamental point behind a thinking curriculum would be and how we could go about creating a thinking lesson, class, curriculum and school. International and local literature reflecting the current research trends is examined as well as application of the theories to your own class or school. The course ends with a practical focus on taking the theories and using them to design thinking lessons, thinking curriculum, thinking class and a thinking school. There will be first-hand experience of participating in an effective thinking class as well as an examination and trialling of practical ways to create your own thinking class or school.
Assessment:	A paper of 8,000 words in which the candidate demonstrates a detailed and critical understanding of selected cognitive theory or theories and their practical applications (100 per cent).
Prescribed 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:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # demonstrate an understanding of the issues involved in, and reasons for, implementing a range of 'thinking' programs into their everyday teaching # critically review local and international literature on creating a thinking curriculum; # design and justify approaches and programs which engage students in developing their thinking; # link the facilitation of thinking with current curriculum documents. <p>Generic Skills</p>

	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # understand and critically evaluate theories of thinking development; # identify the classroom approaches and curriculum content required to foster good thinking; # understand the importance of sound curriculum frameworks for improving thinking; # have the skills, attitudes and behaviours necessary for creating a thinking classroom or school, for example questioning and metacognition; # use current literature to aid in their planning of environments that foster higher-order thinking ; # apply their theoretical knowledge of the thinking curriculum to their own educational setting.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Postgraduate Certificate in Educational Studies (Generalist) Postgraduate Diploma in Educational Studies (Generalist)