460-579 Learning Area Information Technology 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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. 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
Coordinator:	Dr Anthony Jones
Subject Overview:	The Information Technology Learning Area Study prepares graduates with an IT background to become effective teachers of both ICT and IT in secondary schools. Becoming an ICT/IT teacher involves learning about teaching the ICT-related knowledge, skills and processes that are designated parts of curriculum and examination syllabuses for ICT and IT. It also involves learning how to incorporate ICT-related knowledge, skills and processes into other subject areas in secondary schools. Throughout this subject there is an emphasis on personal learning through critical reflection and discussion with colleagues. This distinctive approach to the subject models the way that teachers will encourage school students to think when they are analysing ICT-based questions and problems. This approach should enable teacher candidates to apply personal, developing understanding of teaching to assist them to think about practice. The focus during this semester will be on effective teaching with and of ICT in secondary classrooms. Among other issues, this will involve consideration of current curriculum requirements from year 7 to VCE.
Objectives:	On completion of this subject teacher candidates will be able to: # Comprehend the application of various facets of ICT in a variety of secondary school settings; # Locate relevant curriculum planning material for teaching with and about ICT; # Design and implement lessons and activities following a constructivist approach; # Include appropriate assessment methods for the evaluation of lessons and activities; # Explain the statutory professional standards relating to ICT that are required of all Victorian Secondary teachers.
Assessment:	There are 3 assessment tasks: Social issues lesson plan (400 words) due early semester (10%) Essay (1600 words) due mid semester (40%) Unit of work for VCE or VET (2000 words) due end of semester (50%)

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:	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # Be flexible and able to adapt to change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary)