

460-586 Learning Area LOTE (Additional) 2

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2009. Parkville, On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment
Prerequisites:	460-585 Learning Area LOTE (Additional) 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>
Subject Overview:	An in-depth study of aspects of modern language teaching and learning with a particular emphasis on curriculum design and assessment. Teacher candidates will examine key curriculum and assessment documents in use in Victoria the nation more broadly and will develop personal projects which examine the implications of these for designing mixed level units of work in their languages which include contact with real-life users of the language, and the assessment and reporting of learner development through these units.
Objectives:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Plan complex sequences of lessons for more than one level of language proficiency to work together usefully; # Scaffold learning over a series of lessons so as to target a variety of aspects of language proficiency which can then be integrated into a coherent, comprehensive whole; # Introduce the society and people of target languages to learners sensitively and be resourceful and mature in guiding them through the challenges of dealing with difference; # Resource their unit of work from target language sources including the internet; # Work in a collaborative environment where reflection on the group's activities, processes and goals forms an integral part of the learning.
Assessment:	There are 3 assessment tasks: Development of detailed procedures to assess learning in an interdisciplinary topic closely related to the language (800 words) due mid semester (20%) Critical response x 2 to a set reading (600 words, on-line) individual dates to be selected (15%) Preparation of 5 lesson designs (2600 total) due end of semester (65%)
Prescribed Texts:	Collection of readings.
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>Teacher candidates in this subject will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Establish their practice on the basis of research evidence about curriculum design and assessment procedures; # Work independently in a responsible and disciplined way; # Have a clear personal and social values base.