460-610 Big Science in the Small Classroom

Credit Points:	25.00
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2009.
Time Commitment:	Contact Hours: 36 hours contact - 240 hours commitment Total Time Commitment: Not available
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
Subject Overview:	How do you successfully translate science and technology from the large-scale research program into the small classroom? This course is offered to teachers, education officers, educational project managers, researchers and other professionals for whom the answer to this question is paramount to their work. The program deals with both the culture and curriculum of the science classroom, and students are expected to critically examine the educational utility and practical/theoretical limitations of introducing the latest scientific and technological innovations and practices into each. They will necessarily have to take a cross-disciplinary approach to addressing these issues. Students will utilize resources and research data from their own projects (or draw from those of the case studies provided) and sources from the science education literature to design an informed methodology for bridging the cultural and epistemic divide between the science classroom and contemporary science projects and fields of research.
Objectives:	The objective of this course is to assist professional whose work involves science education that draws on cutting-edge scientific research and technologies.
Assessment:	Participation in weekly seminars, including short presentations (2,000 words, 25 per cent) and one of the following (6,000 words, 75 per cent); (1) a proposal for the effective implementation of an educational project based on a scientific program chosen by the student; (2) a proposal for the effective implementation of an educational project based on a specified scientific program; or (3) a Doctoral level research proposal.
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:	This program will develop students' research skills and foster an inter-disciplinary approach to research questions.
Links to further information:	www.edfac.unimelb.edu.au