

482-832 Current Thinking About Thinking

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: March, - Taught on campus.
Time Commitment:	Contact Hours: 18 hours 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:	Mr Clinton Golding
Subject Overview:	A review of classroom environments, programs and resources which foster higher cognitive levels, dialogical skills, sound reasoning and improved questioning skills. International and local literature reflecting the current research trends is examined.
Assessment:	A paper of 4,000 words in which the candidate demonstrates a sound knowledge of selected cognitive theories and their associated practical approaches (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 that describes ways of improving understanding of students' cognitive, metacognitive and affective skills; and # identify ways that these programs and associated teaching strategies, relevant for many requisite curriculum outcomes, cater for a range of students. <p>Generic Skills:</p> <p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # critically review the work of 'thinking' theorists in relation to sound work practice; # use current literature to aid their planning of environments that foster higher order thinking; and # apply their knowledge of the programs and resources that promote higher cognitive levels to their educational setting.

Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Postgraduate Diploma in Educational Studies (Generalist)