

482-833 Designing a Thinking Curriculum

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: August, - 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><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> </p>
Coordinator:	Mr Clinton Golding
Subject Overview:	This subject provides students the opportunity to design educational modules appropriate for their own setting. It involves first-hand experience in ways of improving questioning and fostering metacognitive, critical and creative thinking skills; facilitating discussions involving complex social and ethical issues, and drawing up a draft curriculum document to incorporate the above.
Assessment:	A paper totalling approximately 4,000 words in which the candidate designs a unit of work for their setting to demonstrate strategies, resources and approaches that foster improved thinking and dialogue their field. (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"> # design and justify approaches and programs which engage students in critical and creative thinking and inquiry into social and ethical issues associated with key learning areas; and # link with current curriculum documents the facilitation of higher order thinking through approaches such as philosophical inquiry, taxonomies and multiple intelligences. <p>Generic Skills:</p> <p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # identify the classroom approaches and curriculum content required to foster critical thinking about complex issues; # understand the importance of sound curriculum frameworks for improving levels of cognition; and # apply their knowledge of thinking curriculum construction 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 Certificate in Educational Studies (Generalist) Postgraduate Diploma in Educational Studies (Generalist)