

## 485-621 Reconstructing Science Education

<b>Credit Points:</b>	25.00
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2009.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Subject Overview:</b>	<p>Consideration of the appraisal and reform of the science curriculum both in Australia and overseas at primary, secondary and tertiary levels. The study is particularly directed to participants who are assumed to have a leadership role in science education reform and professional development in their institution. It includes consideration of the arguments for the reconstruction of science education in the context of changing patterns of social participation and vocational expectations of science teaching, cognition and participation as public goals, images of science and science teachers, professional appraisal and the subject department as the prime locus of curriculum reform, social organization and professional development in secondary schools. Each student undertakes an intensive program of directed reading tailored to his or her personal requirements leading to the presentation of colloquia papers.</p>
<b>Objectives:</b>	Information not available
<b>Assessment:</b>	<p>Participation in weekly seminars, including short presentations (equivalent to 2,000 words, 25 per cent); a presentation of a literature review in a clearly defined area of research (3,000 words, 37 per cent); and a retrospective account of an aspect of science curriculum or research proposal which addresses a particular question which arose in the literature and in professional practice (3,000 words, 38 per cent).</p>
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Links to further information:</b>	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>