EDUC90254 Negotiated Project in Student Wellbeing

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, on campus
Time Commitment:	Contact Hours: 30 hours research seminars Total Time Commitment: 240 hours total commitment
Prerequisites:	You must have taken the following subjects prior to enrolling in this subject

Subject	Study Period Commencement:	Credit Points:
EDUC90629 Leading Changes for Student Wellbeing	February	12.50

Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Coordinator:	Ms Elizabeth Freeman
Contact:	Education Student Centre
Subject Overview:	Students are required to negotiate a focus for a student wellbeing project. By completion of the prerequisite subject “Leading Change for Student Wellbeing”, students will have defined the broad area of student wellbeing in which they would like to develop a project. Each student will submit a project proposal (hurdle requirement) for approval by the beginning of the semester. Each student will be expected to undertake independent work on their negotiated project, act as a peer consultant to another student undertaking the subject and attend seminars focusing on relevant project methodologies, project progress and the development and presentation of formal project reports.
Objectives:	On completion of this subject students, should be able to: # use action research to develop, implement and evaluate an improvement in an educational setting; # appropriately apply knowledge of interpersonal communication and problem solving, interpersonal behaviour, group dynamics and program development and evaluation to the change process in an educational setting; # use peer consultancy skills to support and challenge peers undertaking school improvement # critically reflect on personal effectiveness in a change agent role.
Assessment:	A reflective task of 2,000 words (20 per cent) and project reports equivalent to 8,000 words (80 per cent) due throughout the semester.
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:	On completion of this subject students, should be able to:

	# design, conduct and report original research; # demonstrate intellectual integrity and embrace the ethics of scholarship in an original research project; # work collaboratively with colleagues in school improvement initiatives that require teamwork; # manage time effectively in the conduct of self-directed project work; # report and disseminate project findings in effective oral and written presentations.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Education (Student Wellbeing)