

## EDUC90432 Learning Area Business Studies 2

<b>Credit Points:</b>	12.50								
<b>Level:</b>	9 (Graduate/Postgraduate)								
<b>Dates &amp; Locations:</b>	2010, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville, On Campus								
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours								
<b>Prerequisites:</b>	You must have successfully completed the following subject/s prior to enrolling in this subject								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90431 Learning Area Business Studies 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90431 Learning Area Business Studies 1	February	12.50
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EDUC90431 Learning Area Business Studies 1	February	12.50							
<b>Corequisites:</b>	None								
<b>Recommended Background Knowledge:</b>	None								
<b>Non Allowed Subjects:</b>	None								
<b>Core Participation Requirements:</b>	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.								
<b>Coordinator:</b>	Mr Robert Cavalin								
<b>Contact:</b>	Education Student Centre								
<b>Subject Overview:</b>	<p>Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>This subject extends teacher candidates' understanding of the relationships between learning and teaching specialist business studies VCE areas at the post-compulsory levels as well as commerce, economics, civics and citizenship and business related units at the 7-10 levels. Teaching strategies and contexts for use in business related classes in Years 7 to 12 will be explored. The relationship between business studies, technology and society will be a focus. Teacher candidates will understand the role and importance of developing business literacy and enterprise skills in secondary schools.</p>								
<b>Objectives:</b>	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Personalise learning for each student in this curriculum area</li> <li># Individually design and implement plans for student centred learning experiences which cater for a range of learners using current best practice models of learning and assessment</li> <li># Demonstrate an advanced capacity to use of concepts, knowledge and skills in business studies to develop coherent learning sequences in accordance with current curriculum frameworks</li> <li># Demonstrate professional collegiality and participate effectively in team work</li> <li># Promote the growth of active citizenship in all students</li> <li># Design classroom resources which embody best practice in business studies</li> <li># Reflect on their practice</li> </ul>								
<b>Assessment:</b>	There are 3 assessment tasks: Designing a classroom resource (1000 words) due early semester (25%) Class Presentation (1000 words equivalent) as scheduled (25%) Unit outline (2000 words) due late semester (50%)								
<b>Prescribed Texts:</b>	Collection of readings.								

<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>Generic Skills:</b>	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"><li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li><li># Be flexible and able to adapt to change through knowing how to learn;</li><li># Understand the significance of developing their practice on the basis of research evidence;</li><li># Work in teams with skills in cooperation, communication and negotiation;</li><li># Be independent of mind, responsible, resilient, self-regulating;</li><li># Have a conscious personal and social values base.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)