

EDUC90434 Learning Area Chemistry 2

Credit Points:	12.50								
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: 36 hours Total Time Commitment: 125 hours								
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject								
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EDUC90433 Learning Area Chemistry 1	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:	Mr Mark Learmonth								
Contact:	Education Student Centre								
Subject Overview:	<p>This subject explores the rationale, methodology and teaching techniques relevant to the teaching of VCE Chemistry, with a special emphasis on Units 2 and 4 of the VCE study. Some of the general teaching techniques of Chemistry are also emphasized in junior science, including laboratory work, demonstrations and safety in the use of chemicals and equipment, In this subject, we focus on quantitative Chemistry, the various types of chemical calculations, definitional problems, chemical equation-writing and actual measured quantities in practical activities. Another detailed focus will be on assessment in Chemistry, both as prescribed by VCAA, and informal and alternate assessment opportunities.</p> <p>In combined science, shared with the other science methods, teacher candidates will employ in practice research on children's naïve conceptions in different Years 7 – 10 science topics, and develop skills in managing communication in peer based learning. Workshops and excursions will strengthen particular content areas. School visits will introduce models of department management and associated career options.</p>								
Objectives:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Show theoretical frameworks and practical ability to produce effective learning for a wide range of school students, including in junior science; # Display a solid knowledge of Chemistry, and educational contexts and how they interact in effective pedagogy; # Understand the links between effective planning teaching and evaluation in Chemistry; # Use a variety of technologies in the classroom to assist learning in Chemistry classes; # Apply chemical understandings to familiar and new contexts; # Analyse issues and implications relating to scientific and technological developments and analyse and evaluate the reliability of information and opinions presented in the public domain. 								
Assessment:	There are 3 assessment tasks for this subject. Chemistry demonstration (1350 words) due mid semester (33%) Chemistry teaching program (1350 words) due late semester (33%) EITHER a report on peer-based teaching OR a set of workshop productions (equivalent to 1300 words)								

	due end of semester (34%) NOTE: Teacher candidates doing one LAS Science subject will do one of these tasks. Teacher candidates doing 2 LAS Science subjects will do both, one in each of their LAS subjects.
Prescribed Texts:	VCAA(2006) Victorian Essential Learning Standards VCAA, VCE Chemistry Study Design, VCAA, 2005
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, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change # Be flexible and able to adapt to change through knowing how to learn. # Understand the significance of developing their practice on the basis of research evidence. # Work in teams with skills in cooperation, communication and negotiation. # Be independent of mind, responsible, resilient, self-regulating # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>