

EDUC90446 Learning Area Humanities 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 total commitment								
Prerequisites:	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>EDUC90445 Learning Area Humanities 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90445 Learning Area Humanities 1	February	12.50
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EDUC90445 Learning Area Humanities 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:	Ms Jeana Kriewaldt								
Contact:	Education Student Centre								
Subject Overview:	<p>This subject builds on the concepts introduced in Learning Area Humanities 1. Drawing on research on the diversity of secondary students' learning needs and effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>The major focus of this subject is to develop further teacher candidates understanding of the nature and purposes of Humanities education in years 7 to 12. Teacher candidates will continue to investigate the pedagogies associated with the disciplines of humanities in the secondary school, exploring ways to foster conceptual understandings and inquiry skills. The subject focus is on learning and teaching that is research led and uses interdisciplinary and disciplinary approaches to curriculum design and implementation. Through research and reflection teacher candidates will explore and critique recent developments in Humanities education and their impact upon curriculum design and teaching approaches.</p>								
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Apply democratic processes to a Humanities classroom and promote the growth of active citizenship in all students # Foster developmentally appropriate and socially just curriculum and model learning strategies which foster inquiry and curiosity about the world # Design and implement plans for student centred learning experiences which cater for a range of learners and respond appropriately to the diversity of student needs # Demonstrate competency in the use of concepts, knowledge and skills within in Humanities and develop units of work in accordance with current curriculum frameworks # Demonstrate professional collegiality and participate effectively in team work # Articulate a personal philosophy, and understanding of what is best practice, regarding the teaching and learning of humanities # Reflect on their practice 								
Assessment:	There are 3 assessment tasks: Unit Outline (1200 words) due mid semester (30%) Reading Responses and class presentation (800 words equivalent) due as individually scheduled (20%) Case Study (2000 words) due end of semester (50%)								

Prescribed Texts:	None
Recommended 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, 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 changes. # 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):	Master of Teaching (Secondary) Master of Teaching (Secondary)