

EDUC90497 Implementing Dramatic Processes

| Credit Points: | 12.50 | | | | | | |
|---|--|----------------|----------------------------|----------------|---|------|-------|
| Level: | 9 (Graduate/Postgraduate) | | | | | | |
| Dates & Locations: | 2010, Parkville This subject commences in the following study period/s: June, Parkville - Taught on campus. Parkville Campus | | | | | | |
| Time Commitment: | Contact Hours: 17 hours total, including: 10 hours over the 5 day intensive period in July (during the Victorian school winter holidays), 7 hours on one day during the last teaching week in semester 2 Total Time Commitment: 120 hours total commitment | | | | | | |
| Prerequisites: | You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="387 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90496 Shakespeare and Dramatic Pedagogy</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table> | Subject | Study Period Commencement: | Credit Points: | EDUC90496 Shakespeare and Dramatic Pedagogy | July | 12.50 |
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| EDUC90496 Shakespeare and Dramatic Pedagogy | July | 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: | Assoc Prof Katriona Donelan | | | | | | |
| Contact: | Education Student Centre | | | | | | |
| Subject Overview: | Following the second intensive program, students will plan, implement, document and evaluate a unit of advanced teaching of Shakespeare or teaching of other complex texts, involving dramatic process, in their school or other educational context. They will use the pedagogy and techniques to which they were introduced by the drama staff during 460-651 Shakespeare and dramatic pedagogy. Each phase of the work will be supported by readings and weekly on-line discussion forums and tutorials. There will be ongoing whole-group discussions and shared reporting of their projects at the conclusion of the subject. | | | | | | |
| Objectives: | Students will: <ul style="list-style-type: none"> # Learn to plan, implement and evaluate the teaching of Shakespearean and other complex texts; # Practise a range of pedagogical skills and new techniques in teaching Shakespeare and other complex texts; # Understand contemporary issues in the teaching of complex texts. | | | | | | |
| Assessment: | There will be two items of assessment. Item 1: Unit of work. (1, 600 words) 40per cent. (Due 6 weeks after the intensive period) Item 2: Evaluation of unit. (2, 400 words) 60per cent. (Due end of semester 2) | | | | | | |
| 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: <ul style="list-style-type: none"> # have a strong sense of intellectual integrity and the ethics of scholarship; # have an in-depth knowledge of their specialist discipline(s); | | | | | | |

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| | <ul style="list-style-type: none"># have a high level of achievement in writing, generic research activities, problem solving and communication;# be critical and creative thinkers, with an aptitude for continued self-directed learning;# have expanded their analytical and cognitive skills through learning experiences in diverse subjects;# have the capacity to participate fully in collaborative learning and to confront unfamiliar problems# have initiated and implemented constructive change in their communities, including professions and workplaces;# have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations;# be able to mentor future generations of learners;# be able to engage in meaningful public discourse, with a profound awareness of community needs;# have an understanding of the social and cultural diversity in our community. |
| Related Course(s): | Postgraduate Certificate in the Teaching of Shakespeare |