

EDUC90580 Individualising Learning and Teaching 1

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Summer Term, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 total time commitment						
Prerequisites:	None						
Corequisites:	You must undertake this subject in the same study period <table border="1" data-bbox="387 573 1485 723"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90595 Discipline-Specific Pedagogy</td> <td>Summer Term</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90595 Discipline-Specific Pedagogy	Summer Term	12.50
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EDUC90595 Discipline-Specific Pedagogy	Summer Term	12.50					
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:	Dr Barbara Kameniar						
Contact:	Education Student Centre						
Subject Overview:	This subject will introduce the general conceptual framework on which the program is built. It will look at the nature of learning and individual learners, the role of the teacher, and the importance of data in developing pedagogical interventions. It will analyse the learning process from a range of evidence-based theoretical and socio-cultural perspectives. Developmental trends in knowledge acquisition and the processes that facilitate it will be identified and evaluated. These include cognitive transformation, selfregulation, motivation and knowledge storage and retrieval and include physical, socialemotional and cognitive aspects. Drawing on insights from positive psychology it will look at the crucial role positive teacher/student relationships plays in optimising student learning. There will be a strong emphasis on critical reflection as a paradigm for teacher self-evaluation and professional learning. The vital link between assessment and curriculum will be investigated and connected to evidence-based pedagogical decision making, drawing on developmental frameworks. The development of both objective and subjective assessment strategies will be examined. Consistency of approach across pedagogy, curriculum and assessment will be a recurrent theme.						
Objectives:	On completion of the subject, associates should be able to: <ul style="list-style-type: none"> # Understand various theories and aspects of the processes by which people learn; # Understand the interaction of psychological and socio-cultural factors in learning; # Explicate links between pedagogy, curriculum and learning; # Describe key characteristics of learning environments that engage students emotionally, socially, physically and cognitively; # Implement strategies for establishing positive relationships in classrooms; # Develop curriculum, pedagogy and assessment based on evidence of student needs; # Implement a range of appropriate pedagogical interventions to optimise individual student learning. # Reflect critically on their own learning, teaching and assessment practices and identify implications for their own professional growth. 						
Assessment:	One 1500 word assignment due week 4 of the initial intensive (40 per cent)A team task (equivalent to 2000 words) due in the final week of the initial intensive (40 per cent).A 1000 word evaluation of the team task, due a week after the initial intensive (20 per cent)						

Prescribed Texts:	A book of readings will be provided to the students.
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 the subject, associates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"># Understand the importance of developing their practice on the basis of research evidence;# Be skilled communicators who can effectively articulate and justify their practices;# Work in teams with skills in cooperation, communication and negotiation;# Be flexible and able to adapt to change through knowing how to learn;# Be independent of mind, responsible, resilient and self-regulating;# Evaluate and sue constructive criticism of their work and the work of colleagues.