

EDUC90582 Individualising Learning and Teaching 2

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: 24 hours Total Time Commitment: 24 hours of intensive contact: regular online interactions								
Prerequisites:	You must have taken the following subjects 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>EDUC90580 Individualising Learning and Teaching 1</td> <td>Summer Term</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90580 Individualising Learning and Teaching 1	Summer Term	12.50
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EDUC90580 Individualising Learning and Teaching 1	Summer Term	12.50							
Corequisites:	You must take the following subject in the same study period								
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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 Claire Spicer								
Contact:	Education Student Centre								
Subject Overview:	<p>This subject will develop a deeper and more complex understanding of the conceptual framework on which the program is built. The strategic role of the teacher in optimising student learning and managing the classroom climate and building relationships will be investigated. This will include strategies and approaches for activating, evaluating and monitoring learning in ways that are developmentally and contextually relevant, and that build on the diverse backgrounds and experiences of students and the learning community. There will be a strong focus on linking assessment and reporting to teaching and learning, ensuring coverage of cognitive, affective, physical and aesthetic domains. Links between assessment and curriculum are examined and linked to evidence-based developmental frameworks. Skills in combining assessment evidence of learning to form objectives for teaching and overall summative assessments for recording and reporting purposes will be developed. Consistency of approach across pedagogy, curriculum and assessment will again be a major theme.</p>								
Objectives:	<p>On completion of the subject, associates should be able to:</p> <ul style="list-style-type: none"> # Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students; # Evaluate and critique teaching practice and curriculum implementation from relevant research-validated perspectives; # Identify, design and defend differentiated and focussed intervention strategies for each student related to the content to be taught; # Identify appropriate teaching and learning resources for intervention strategies; # Combine developmental continua for overall assessments from unit or module to subject and year levels; # Report to stakeholders about student learning and make recommendations for support and intervention; 								

	# Reflect critically on their own learning, teaching and assessment practices and identify implications for their own professional growth.
Assessment:	One 1500 word assignment due mid-semester (40 per cent)A team-based analytical task (equivalent to 3000 words) due in the examination period (60 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"> # Develop and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding; # 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.