

EDUC90595 Discipline-Specific Pedagogy

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 hours
Prerequisites:	None
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:	Dr Veronica Volkoff
Contact:	Education Student Centre
Subject Overview:	This subject will examine the transformation of disciplinary knowledge into pedagogical content knowledge, and strategies for optimizing student learning in the specific learning areas. The construction of the disciplines within the context of schooling will be explored and the development of discipline knowledge across the secondary years will be tracked. Mandated curriculum documents relevant to the Learning Areas, such as (for Victorian associates) VELS and the VCE Study Designs, will be introduced. The use of digital technologies in the learning and teaching of the school subjects will be a particular focus. The associates will develop curriculum units, including assessment tasks to use in the first weeks of their employment in schools.
Objectives:	On completion of this subject, associates should be able to: <ul style="list-style-type: none"> # Demonstrate familiarity with key curriculum policy documents relating to their teaching areas; # Plan and evaluate learning and teaching experiences in coherent sequences of lessons in accord with these curriculum policies; # Acknowledge and respond to student diversity and different learning styles in their subject area; # Describe an exemplary classroom and best practice in learning and teaching in their learning areas; # Use digital technologies effectively to promote learning in their classrooms; # Articulate their personal philosophy of teaching in their subject area(s).
Assessment:	A presentation of a "micro-lesson" (15 minutes) and a 1000-word written discussion relating the classroom strategy to its underpinning theory due in the second half of the initial intensive (40 per cent); Two sequences of lesson plans with commentary, one in each of the Learning Areas (1000 words each or equivalent: 30 per cent each)
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 the subject, associates will have the knowledge, skills and understanding to enable them to: <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, reasonable, resilient, self-regulating;
- # Have a conscious personal and social values base.