

EDUC90627 Youth Education Transitions

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.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 125 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:	Prof Johanna Wyn
Contact:	Education Student Centre
Subject Overview:	This subject will give students an understanding of the diversity and complexity of young people's lives and the implications of this for education. Taking an international comparative perspective, the subject will give students an insight into the ways in which social change impacts on young people's transition processes both in and out of school. It offers a perspective on contemporary educational approaches to transition through primary, secondary and post-secondary education, taking a holistic approach that includes health and wellbeing as well as social, academic and employment outcomes.
Objectives:	The students will: <ul style="list-style-type: none"> # Understand the diversity of young people's transition pathways; # Explore the implications of diversity for positive educational transitions; # Gain a perspective on global as well as local patterns of transition; # Identify strategies, policies and programs that actively support positive transition processes for young people; # Develop a critical and informed perspective on the implications of social change for educational practices.
Assessment:	Essay: A discussion of the diversity and complexity of young people's social transitions in the context of social change. 2000 words 40% (Goals 1 and 3) due mid semester Essay: A critical analysis of educational approaches to youth transitions, drawing on one or more examples. 3000 words 60% (Goals 2, 4 and 5) due at the end of semester
Prescribed Texts:	McLeod, J., & Yates, L. (2006). Making modern lives. Subjectivity, schooling and social change, State University of New York Press. Albany Andres, L. and Wyn, J. 2010. The Making of a Generation: Young Adults in Canada and Australia, Toronto University Press: Toronto. Furlong, A. (ed). Handbook on Youth and Young Adulthood: New perspectives and agendas, Routledge: London.
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:	<ul style="list-style-type: none"> # Be critical thinkers, with the capacity to be self-directed learners; # Have a high level of achievement in writing, generic research activities, problem solving and communication; # Be able to engage in meaningful public discourse, with an awareness of community needs;

	<ul style="list-style-type: none"># Have an understanding of social and cultural diversity and its implications for education;# Have a high level of presentational, dialogic and written communication skills.
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)