

# EDUC90429 Learning Area Biology 1

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville, On Campus
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours. 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.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
<b>Coordinator:</b>	Ms Jacinta Duncan
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	<p>The subject explores the rationale, resources, methodology and specific techniques appropriate to teaching, learning and assessing Biology, including the current VCE Study Design Units 1 and 3 and VELS.</p> <p>Teaching skills in biological investigation and inquiry, application of biological understandings and communication of biological information and understandings will be developed. In VCE Study Design Unit 1 the emphasis is on cell microstructures and functions and systems in functioning organisms and taxonomical research. In Unit 3 the emphasis is on molecular and biochemical processes and medical technologies: investigating DNA structure and proteomics and its application in medicine, cell communication and bioinformatics.</p> <p>A combined science component, shared with the other science methods, has a focus on the design and management of the general science curriculum and teaching in years 7-10. This is taught partly with pupils in small groups in school classrooms, special topic workshops, and excursions. Teacher candidates will be introduced in practice to the use of research on children's naïve conceptions in various science topics, principles of constructivist teaching, socially situated and peer-based learning, lesson planning, laboratory and classroom management and laboratory safety.</p>
<b>Objectives:</b>	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Show theoretical frameworks and practical ability to produce effective learning for a wide range of school students, including in junior science;</li> <li># Display a solid knowledge of the biological sciences, and educational contexts and how they interact in effective pedagogy;</li> <li># Understand the links between effective planning teaching and evaluation in biology;</li> <li># Use a variety of technologies in the classroom to assist learning in biology classes;</li> <li># Apply biological understandings to familiar and new contexts;</li> </ul>

	# Analyse issues and implications relating to scientific and technological developments and analyse and evaluate the reliability of information and opinions presented in the public domain.
<b>Assessment:</b>	There are 2 assessment tasks for this subject. Lesson plans for Biology (2700 words) due end of semester, with individual components due throughout the semester (66%) EITHER a unit box on junior science OR a set of workshop productions (equivalent to 1300 words) due end of semester (34%) NOTE: Teacher candidates doing one LAS Science subject will do one of these tasks. Teacher candidates doing 2 LAS Science subjects will do both, one in each of their LAS subjects.
<b>Prescribed Texts:</b>	VCAA( 2006) VCE Biology Study Design. VCAA( 2006) Victorian Essential Learning Standards A collection of readings
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change</li> <li># Be flexible and able to adapt to change through knowing how to learn.</li> <li># Understand the significance of developing their practice on the basis of research evidence.</li> <li># Work in teams with skills in cooperation, communication and negotiation.</li> <li># Be independent of mind, responsible, resilient, self-regulating</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)