EDUC90430 Learning Area Biology 2

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville, On Campus
Time Commitment:	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.
Prerequisites:	You must have successfully completed the following subject/s prior to enrolling in this subject

Subject	Study Period Commencement:	Credit Points:
EDUC90429 Learning Area Biology 1	February	12.50

Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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
Coordinator:	Ms Jacinta Duncan
Contact:	Education Student Centre
Subject Overview:	The subject explores the rationale, resources, methodology and specific techniques appropriate to teaching and learning Biology including the current VCE Study Design Units 2 and 4 and VELS. Teacher candidates will be prepared to teach and assess pupil understandings described in VCE Study Design Semester 2, Unit 2 and 4. In Unit 2 the emphasis is on organisms and their environment- adaptations and ecosystems. In Unit 4 the emphasis is on molecular genetics and gene technologies and gene pool change over time leading to the evolution of species. In combined science, shared with the other science methods, teacher candidates will employ in practice research on children's naïve conceptions in different Years 7 – 10 science topics, and develop skills in managing communication in peer based learning. Workshops and excursions will strengthen particular content areas. School visits will introduce models of department management and associated career options.
Objectives:	On completion of this subject, teacher candidates will be able to: # Show theoretical frameworks and practical ability to produce effective learning for a wide range of school students, including in junior science; # Display a solid knowledge of the biological sciences, and educational contexts and how they interact in effective pedagogy; # Understand the links between effective planning teaching and evaluation in biology; # Use a variety of technologies in the classroom to assist learning in biology classes; # Apply biological understandings to familiar and new contexts;

	# 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.
Assessment:	There are 4 assessment tasks for this subject. Description of VCE Biology (900 words) due early semester (22%) A teaching model using ICT (900 words) due mid semester (22%) A Biology teaching plan (900 words) due late semester (22%) EITHER a report on peer-based teaching 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.
Prescribed Texts:	VCAA(2006) VCE Biology Study Design. VCAA(2006) Victorian Essential Learning Standards Collection of readings
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 this subject, teacher candidates will have the knowledge, skills and understanding to enable them to: # 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, responsible, resilient, self-regulating # Have a conscious personal and social values base.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)