

EDUC90448 Learning Area Humanities (Additional) 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 total commitment. 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 <table border="1" data-bbox="387 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90447 Learning Area Humanities (Additional) 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90447 Learning Area Humanities (Additional) 1	Semester 1	12.50
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EDUC90447 Learning Area Humanities (Additional) 1	Semester 1	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:	Mrs Dagmar Turnidge						
Contact:	Education Student Centre						
Subject Overview:	Building on the issues and concepts of Humanities Additional 1 a study of the major theories and approaches to the humanities, will form a key aspect of this course along with current research and debate on the nature, content and pedagogy of this area. The capacity to critically analyse issues, practices and literature on Humanities curriculum construction, implementation and review will be developed. Through research and reflection teacher candidates will demonstrate an awareness of the content and characteristics of developmentally appropriate and socially just curriculum in order to frame and produce learning environments which cater to the diverse learning needs of students. Seminars will provide an opportunity for teacher candidates to make a significant contribution to the debate surrounding Humanities education.						
Objectives:	On completion of this subject teacher candidates will be able: <ul style="list-style-type: none"> # To design learning which explores the capacity of Humanities to address cultural diversity, individual differences and nurture active citizenship in all students # To understand the concepts and skills embedded within the disciplines in Humanities # To foster understanding of key educational documents and issues relating to Humanities and its place in the school curriculum # To provide students with opportunities to explore the wider issues concerning the teaching of Humanities at secondary level. # To critique recent developments in Humanities education and their impact upon curriculum development and teaching approaches 						
Assessment:	There are 2 assessment tasks: Learning Inquiry (2400 words) due end of semester (60%) Seminar paper and presentation (1600 words equivalent) due as individually scheduled (40%)						

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:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes. # 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.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>