

## EDUC90454 Learning Area LOTE 2

<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: July, Parkville - Taught on campus. Parkville, On Campus						
<b>Time Commitment:</b>	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.						
<b>Prerequisites:</b>	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>EDUC90453 Learning Area LOTE 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90453 Learning Area LOTE 1	February	12.50
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EDUC90453 Learning Area LOTE 1	February	12.50					
<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>	Dr Russell Cross						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	Drawing on research of the diversity of secondary students' learning needs and effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area. Particular emphasis will be on curriculum design and assessment procedures, and the close examination of some particular issues in modern languages education. Teacher candidates will be introduced to key Victorian and national curriculum and assessment documents and will examine in depth the implications of these for the teaching of their language(s) and the assessment and reporting of learner development at all levels. Specific issues targeted for close study include transition from primary, designing classes for mixed proficiency levels, and successfully relating with real-life users of the language: locally, on the Internet, and in country.						
<b>Objectives:</b>	On completion of this subject, teacher candidates will be able to: <ul style="list-style-type: none"> <li># Personalise learning for each student in this curriculum area</li> <li># Design curricula and plan complex sequences of lessons for more than one level of language proficiency to work together usefully to the standards set for Victoria;</li> <li># Scaffold learning over a series of lessons so as to target a variety of aspects of language proficiency which can then be integrated into a coherent, comprehensive whole;</li> <li># Introduce target language country and society to learners sensitively, and be resourceful and mature in guiding them through the challenges of dealing with difference;</li> <li># Work in a collaborative environment where reflection on the group's activities, processes and goals forms an integral part of the learning.</li> </ul>						

<b>Assessment:</b>	There are 2 assessment tasks: Reflective essay (2000 words) due mid semester (50%) Issues paper (2000 words) due end of semester (50%)
<b>Prescribed Texts:</b>	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>	<p>Teacher candidates in this subject will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Establish their practice on the basis of research evidence about curriculum design and assessment procedures;</li> <li># Develop their skills in cooperation, communication and negotiation, so as to work collaboratively with colleagues in the design of interdisciplinary topics;</li> <li># Have a clear personal and social values base.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)  Master of Teaching (Secondary)</p>