

EDUC90471 Learning Area Psychology 1

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus. Parkville 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:	None
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 Karen Marangio
Contact:	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.
Subject Overview:	The subject explores methods of teaching psychology in secondary schools. This subject develops teacher candidates' understanding of the place of this learning area in contemporary goals of school in Australia and in the Victorian curriculum in particular. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, this subject will widen teacher candidates' appreciation of exemplary teaching in this area. The course will examine the aims, curriculum content, approaches and strategies for teaching VCE Psychology; together with the resources necessary to support such teaching. Other approaches to the teaching of psychology, such as the Internal Baccalaureate will be explored, together with teaching psychology below the VCE level. The subject will encourage teacher candidates to review the variety of theoretical frameworks and research methodologies used within psychology; and explore important issues in the teaching of the subject, such as the increasing concerns about ethical issues in the conduct of psychological research.
Objectives:	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> # Understand the nature and scope of Psychology as it is taught in secondary schools; # Appreciate the place of this learning area in Australian curriculum # Describe an exemplary classroom in this learning area # Plan and organise classroom lessons; use a variety of teaching/learning strategies; select and use appropriate resources; and assess and report student learning # Foster an interest in and positive attitude toward the understanding of human development and behaviour; # Appreciate the importance of ethical issues in teaching and research involving human and animal subjects.
Assessment:	There are 2 assessment tasks: Annotated lesson plans (2, 000 words) due during the semester (50 per cent); An unit of work (2,000 words) due at the end of semester (50 per cent)

Prescribed Texts:	VCAA, Psychology VCE Study Design. 2004
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.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>