

EDUC90597 Learning Area B1

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2011, Parkville This subject commences in the following study period/s: Year Long, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 120 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 taken the following subjects prior to enrolling in this subject <table border="1" data-bbox="389 577 1485 725"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90595 Interdisciplinary Pedagogy</td> <td>Not offered 2011</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90595 Interdisciplinary Pedagogy	Not offered 2011	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90595 Interdisciplinary Pedagogy	Not offered 2011	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:	Dr Simone Senisin						
Contact:	Education Student Centre						
Subject Overview:	These subjects will build on the work done in Discipline-Specific Pedagogy, further developing the associates' understanding of and capabilities in the curriculum, pedagogy and assessment of their specific teaching areas. The subjects will be taught largely online and through individual mentoring. Particular attention will be paid to developing skills in planning and sequencing and in developing a wide range of productive teaching strategies and strategies for monitoring, assessment and evaluation. Associates will be encouraged to link their classroom practice to key theory and research into the teaching of the particular subject. Ongoing online interaction will promote a strong sense of peer sharing, supporting the students in continuously reflecting on their own developing philosophy of teaching in their Learning Area.						
Objectives:	On completion of this subject associates will be able to; <ul style="list-style-type: none"> # Demonstrate enhanced competency in the teaching of concepts, knowledge and skills in their learning area; # Develop coherent learning sequences in accordance with curriculum frameworks, catering for the diversity of student learners; # Deploy a broad range of teaching and assessment strategies appropriate to the content they are teaching and the learners' needs; # Design classroom resources that embody best practice in their learning area; # Identify areas for ongoing personal learning. 						
Assessment:	A reflective discussion of a range of resources, designed or collected during the first semester of teaching, due near the beginning of Semester 2 (2000 words; 50 per cent); A reflective report on designing, implementing and evaluating the effectiveness of an assessment strategy, due in the assessment period (2000 words; 50 per cent)						

Prescribed Texts:	Discipline-specific reading will be available on the LMS.
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 the subject, associates 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 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, reasonable, resilient, self-regulating;# Have a conscious personal and social values base.