

EDUC90623 Education, Experience and Place

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 24 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:	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
Contact:	Education Student Centre
Subject Overview:	The aim of this subject is to improve our understanding of how educational practice can contribute to more sustainable ways of living, through a deeper comprehension of the connections between education, experience and place. Beginning with an examination of their practice, students will explore how various conceptions of teaching and learning both support and obstruct efforts to educate for sustainability. We start by thinking through, writing about and sharing our personal experience of teaching and learning situations. Moving from this foundation we shall examine situations experienced by various other groups and communities in relation to place and sustainability. Analysis of these situations will be supported through an exploration of educational philosophies, particularly those concerned with experience and place. This process will enable interpretation and evaluation of the various ways our conceptions of teaching and learning support and obstruct efforts to educate for sustainability. This will result in an increased capacity for students to innovate and improve their own teaching practice, leading to more effective efforts to educate for sustainability.
Objectives:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Explore and describe their own and other's experience of teaching and learning; # Analyse understandings of practice via theory which informs their comprehension of how teaching and learning support and obstruct efforts to educate for sustainability; # Interpret and evaluate the ways in which various conceptions of teaching and learning support efforts to educate for sustainability via a synthesis of practice and theory; # Design improved and innovative versions of educational practice leading to more effective ways to educate for sustainability.
Assessment:	A written account bringing together personal experience of teaching and learning with the experiences of other groups and communities in relation to place, 2000 words, due mid semester, 40% of final grade.A paper that synthesises the first paper with a theoretical framework of education, experience and place that enables evaluation of the ways teaching and learning support and obstruct efforts to educate for sustainability, 3000 words, due at the end of semester, 60% of final grade.
Prescribed Texts:	A reading list will be provided
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, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"># Be critical and creative thinkers, with an aptitude for continued self-directed learning;# Demonstrate a high level of achievement in writing, common research activities, problem solving and communication;# Be skilled communicators who can effectively articulate and justify their beliefs and practices as knowledgeable agents of changes;# Work in teams with skills in cooperation, communication and negotiation;# Capably synthesise personal experience with research evidence and critical analysis into other contexts.
------------------------	--