

EDUC90440 Learning Area Geography 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, 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="389 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90439 Learning Area Geography 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90439 Learning Area Geography 1	Semester 1	12.50
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EDUC90439 Learning Area Geography 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 website: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Ms Jeana Kriewaldt						
Contact:	Eduaction Student Centre						
Subject Overview:	<p>This subject builds on the concepts introduced in Learning Area Geography 1. Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>This unit will develop teacher candidates' understanding of teaching geographical tools and skills, particularly the central place of fieldwork and inquiry learning experiences. A variety of geographical resources developed for teaching such as maps, graphs and statistics, and photographs will be used to investigate the components of planning a sequence of skill development. Teacher candidates will understand the role and importance of developing spatial literacy in secondary schools. Fieldwork, including residential fieldwork, is also an essential part of the course.</p> <p>The connection between geography, technology and society will be a focus. Through research and reflection students will explore and critique recent developments in Geography education and their impact upon curriculum design and teaching approaches to develop a critical understanding of contemporary issues in geography education. This unit will ask teacher candidates to explore the established research field of geography education to engage in small scale inquiry in a school.</p>						
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Individually design and implement plans for student centred learning experiences which cater for a range of learners using current best practice models of learning and assessment including an understanding of discipline-based pedagogy. 						

	<ul style="list-style-type: none"> # Demonstrate an advanced capacity to use of concepts, knowledge and skills in Geography to develop coherent learning sequences in accordance with current curriculum frameworks # Demonstrate professional collegiality and participate effectively in team work # Foster developmentally appropriate and socially just curriculum and model learning strategies which develop inquiry and curiosity about the world # Articulate a personal philosophy, and understanding of what is best practice in the teaching and learning of Geography # Apply democratic processes to a Geography classroom and promote the growth of active citizenship in all students # Reflect on their practice # Design and complete an inquiry cycle which integrates theory and practice.
Assessment:	There are 3 assessment tasks: Unit Outline (1600 words) due mid semester (40%) Presentation (800 words equivalent) due as individually scheduled (20%) Inquiry (1600 words) due late semester (40%) There is 1 hurdle requirement: 80% attendance
Prescribed Texts:	A collection of readings. Board of Studies, VCE Study Design for Geography. 2005 (available online) i
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)</p> <p>Master of Teaching (Secondary)</p>