

EDUC90450 Learning Area Information Technology 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="387 602 1484 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90449 Learning Area Information Technology 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90449 Learning Area Information Technology 1	Semester 1	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90449 Learning Area Information Technology 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 websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Mr Ted Clark						
Contact:	Education Student Centre						
Subject Overview:	<p>This subject builds on concepts and practices introduced in Learning Area Information Technology 1. Teaching approaches, pedagogical strategies, and various contexts in which ICT is taught in secondary schools will be investigated in order to extend teacher candidates' understandings of teaching and learning with and about ICT. Advances in technology will be considered in relation to their impact on society in general and education in particular.</p> <p>Teacher candidates will be introduced to recently published research into teaching with and about ICT, and will be encouraged to reconcile these findings with contemporary government curriculum and policy documents.</p> <p>Through reflection on their own classroom practice and consideration of their observations from placements, teacher candidates will critically review the nexus between theory and practice in teaching with and about ICT.</p>						
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Comprehend the application of various facets of ICT in a variety of secondary school settings; # Design and develop lessons, projects and units that implement the curriculum using a constructivist approach to their teaching; # Devise and apply appropriate uses of formative and summative assessment for the evaluation of lessons, projects and units; # Compare, contrast, and justify the selection of methods and approaches to teaching with and about ICT in secondary schools. 						

Assessment:	There are 2 assessment tasks: Problem Based Learning cooperative task (1600 words equivalent) due mid semester (40%) Research project (2000 words) due end of semester (60%)
Prescribed Texts:	None
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) Master of Teaching (Secondary)</p>