

## EDUC90472 Learning Area Psychology 2

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville						
<b>Time Commitment:</b>	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.						
<b>Prerequisites:</b>	You must have successfully completed the following subject/s prior to enrolling in this subject <table border="1" data-bbox="387 607 1485 752"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90471 Learning Area Psychology 1</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90471 Learning Area Psychology 1	Semester 1	12.50
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EDUC90471 Learning Area Psychology 1	Semester 1	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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						
<b>Coordinator:</b>	Ms Karen Marangio						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	This subject builds on the concepts and skills introduced in Psychology 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. Teacher candidates are encouraged to critically evaluate their teaching practice and examine the ways they develop student learning of psychology within the classroom. The course will encourage teacher candidates to analyse Victorian curriculum and assessment policies relating to the teaching of psychology at the VCE level, and to reflect on issues that underpin psychology curricula in general. Students will be expected to broaden their pedagogical content knowledge and combine this with an emphasis on collegiality in preparation for their future teaching						
<b>Objectives:</b>	On completion of this subject teacher candidates will be able to: <ul style="list-style-type: none"> <li># Personalise learning for each student in this curriculum area</li> <li># Develop appropriate curriculum units;</li> <li># Foster an interest in and positive attitude toward the understanding of human development and behaviour;</li> <li># Appreciate the importance of ethical issues in teaching and research involving human and animal subjects.</li> </ul>						
<b>Assessment:</b>	There are 2 assessment tasks: An individual teaching presentation followed by a written evaluation (2,000 words) due as individually scheduled (50 per cent); A curriculum resource package (2,000 words); a group task, due at the end of the semester (50 per cent).						
<b>Prescribed Texts:</b>	VCAA, Psychology VCE Study Design. 2004						

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<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"><li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li><li># Be flexible and able to adapt to change through knowing how to learn;</li><li># Understand the significance of developing their practice on the basis of research evidence;</li><li># Work in teams with skills in cooperation, communication and negotiation.</li></ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)