

EDUC90580 Individualising Learning and Teaching 1

Credit Points:	12.50												
Level:	9 (Graduate/Postgraduate)												
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.												
Time Commitment:	Contact Hours: 36 hours. Total Time Commitment: 120 total time 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:	None												
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90595 Linking Curriculum and Pedagogy</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90592 Language and Teaching</td> <td>January</td> <td>6.25</td> </tr> <tr> <td>EDUC90583 Social and Professional Contexts 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90595 Linking Curriculum and Pedagogy	January	12.50	EDUC90592 Language and Teaching	January	6.25	EDUC90583 Social and Professional Contexts 1	January	12.50
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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:	Ms Sally Windsor												
Contact:	Education Student Centre												
Subject Overview:	This subject will introduce the general conceptual framework on which the program is built. It will look at the nature of learning and individual learners, the role of the teacher, and the importance of data in developing pedagogical interventions. It will analyse the learning process from a range of evidence-based theoretical and socio-cultural perspectives. Theories about knowledge acquisition and the processes that facilitate it will be identified and evaluated. These include cognitive transformation, self regulation, motivation, knowledge storage and retrieval. The relationship among physical, social, emotional and cognitive aspects are examined. Drawing on insights from positive psychology it will look at the crucial role positive teacher/student relationships plays in optimising student learning. There will be a strong emphasis on critical reflection as a paradigm for teacher self-evaluation and professional learning. The vital link between assessment and curriculum will be investigated and connected to evidence-based pedagogical decision making, drawing on developmental frameworks. The development of a range of assessment strategies will be examined. Consistency of approach across pedagogy, curriculum and assessment will be a recurrent theme.												
Objectives:	On completion of the subject, associates should be able to: <ul style="list-style-type: none"> # Understand various theories and aspects of the processes by which people learn; # Understand the interaction of psychological and socio-cultural factors in learning; 												

	<ul style="list-style-type: none"> # Explicate links between pedagogy, curriculum and learning; # Describe key characteristics of learning environments that engage students emotionally, socially, physically and cognitively; # Implement strategies for establishing positive relationships in classrooms; # Develop curriculum, pedagogy and assessment based on evidence of student needs; # Implement a range of appropriate pedagogical interventions to optimise individual student learning. # Reflect critically on their own learning, teaching and assessment practices and identify implications for their own professional growth.
Assessment:	One 2500 word assignment due during the initial intensive, December or January (60 per cent). Clinical praxis exam, which is an oral presentation equivalent to 4000 words, held during the mid-year intensive. The exam comprises the equivalent of 1500 words for Individualising Learning and Teaching 1, the equivalent of 1500 words for Social and Professional Contexts and the equivalent of 1000 words for Language and Teaching. Due at the July mid-year intensive (40 per cent).
Prescribed Texts:	A book of readings will be provided to the students.
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"> # Understand the importance of developing their practice on the basis of research evidence; # Be skilled communicators who can effectively articulate and justify their practices; # Work in teams with skills in cooperation, communication and negotiation; # Be flexible and able to adapt to change through knowing how to learn; # Be independent of mind, responsible, resilient and self-regulating; # Evaluate and use constructive criticism of their work and the work of colleagues.