

## EDUC90612 The Student and the Curriculum

<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: Semester 2, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours - 2 hours per week and one 5 hour Saturday block for presentations. 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.
<b>Prerequisites:</b>	None
<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>	Dr John Quay
<b>Contact:</b>	Education Student Centre
<b>Subject Overview:</b>	This unit explores the place of the learner in regard to curriculum and includes issues such as diversity, inclusion, student voice and social justice in terms of curriculum conceptualisation and implementation, pedagogies and assessment strategies. The particular emphasis of this unit is how the curriculum is designed and enacted to maximise learning potential for the individual student and how curriculum priorities can be communicated to students in ways that are relevant to their learning dispositions and contexts. By closely considering what recent research has to tell us about the range of theories, variations and preferences of individual learners and how the curriculum can be designed and delivered to accommodate individual difference and maximise achievement of learning outcomes, notions of agency and life long learning skills will be considered.
<b>Objectives:</b>	Not available
<b>Assessment:</b>	Presentation and written assignment with a focus on one aspect of student diversity and curriculum implementation. Presentation of 20 minutes (2000 word equivalent). Paper 3000 words. 100 per cent, with written assignment due at the end of semester
<b>Prescribed Texts:</b>	None
<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>	Collaboration skills; Verbal and written communication skills; Analytic skills
<b>Notes:</b>	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>Related Course(s):</b>	Master of Education (Stream 100B)Coursework

Master of Education (Stream 150)