

## EDUC90365 Learners, Teachers and Pedagogy (Prim)

<b>Credit Points:</b>	12.50								
<b>Level:</b>	9 (Graduate/Postgraduate)								
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.								
<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>	None								
<b>Corequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90772 Professional Practice and Seminar Prim 1</td> <td>Semester 2</td> <td>6.25</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90772 Professional Practice and Seminar Prim 1	Semester 2	6.25
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EDUC90772 Professional Practice and Seminar Prim 1	Semester 2	6.25							
<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>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285								
<b>Subject Overview:</b>	<p>This subject will provide a general conceptual framework for understanding learning, teaching, assessment and curriculum in primary school. It will analyse the knowledge enhancement process from a range of evidence-based, theoretical and socio-cultural perspectives. Developmental trends in knowledge acquisition and the processes that facilitate it will be identified and evaluated. These include brain development, cognitive transformation, self-regulation, motivation, and knowledge storage and retrieval.</p> <p>Pedagogical approaches and conceptualisations of curriculum for fostering knowledge enhancement and effective learning will be developed. The strategic role of the teacher in optimising student learning and managing the classroom climate and building relationships will be investigated. This will include strategies and various approaches for activating and assessing learning in ways that are developmentally and contextually relevant and that build on the diverse backgrounds and experiences of students and the learning community.</p> <p>There will be strong emphasis on links with primary schools and critical reflection as a paradigm for teacher self-evaluation and professional learning.</p>								
<b>Objectives:</b>	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Articulate how learning occurs and the key roles of processes such as cognitive transformation, motivation self-regulation and social influences on knowledge enhancement</li> <li># Describe developmental trends in knowledge acquisition from a range of relevant perspectives</li> <li># Explicate links between pedagogy, curriculum, assessment and learning</li> <li># Describe key characteristics of learning environments that engage students emotionally, socially, physically and cognitively</li> <li># Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students</li> <li># Evaluate and critique teaching practice and curriculum implementation from relevant research validated perspectives</li> </ul>								

	# Reflect critically on their own learning and teaching and identify implications for their own professional growth.
<b>Assessment:</b>	There are 2 assessment tasks: Team 'knowledge enhancement' task (2400 words), due late semester, 60% Examination (1600 word equivalent), end of semeste, 40%
<b>Prescribed Texts:</b>	Woolfolk, A. & Margetts, K. (2013) Educational Psychology. (3 rd edition). Pearson Australia: Frenchs Forest.
<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># Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice;</li> <li># Make recommendations for improving the quality and characteristics of student learning including stimulating and sustaining motivation and self-regulation</li> <li># Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding</li> <li># Participate actively and positively in a learning community</li> <li># Evaluate and use constructive criticism of their work and the work of colleagues</li> </ul>
<b>Links to further information:</b>	<a href="https://handbook.unimelb.edu.au/view/current/MC-TEACHPR">https://handbook.unimelb.edu.au/view/current/MC-TEACHPR</a>
<b>Related Course(s):</b>	Master of Teaching (Primary)