

## EDUC90432 Learning Area Business Studies 2

<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. 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"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90431 Learning Area Business Studies 1</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90431 Learning Area Business Studies 1	Not offered 2013	12.50
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EDUC90431 Learning Area Business Studies 1	Not offered 2013	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>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285								
<b>Subject Overview:</b>	<p>This subject will draw on theory and practice to explore how to personalise the learning experiences, and encourage the participation, of diverse learners in business related subjects. The use of student learning goals; assessment and feedback in supporting individual students to improve their learning in business related subjects will be examined.</p> <p>Teacher candidates will have an opportunity to enrich their understanding of pedagogical strategies and resources, including the use of digital technologies and thinking routines, to encourage learning in an inclusive business studies classroom. Consideration will be given as to how the learning environment; content; teaching processes and assessment in a business studies class can be differentiated to cater for diverse learners.</p> <p>Reflection on teaching practice in the learning area will be facilitated through collegiate interaction and self evaluation to identify areas for future professional growth and development in the teaching of business studies.</p>								
<b>Objectives:</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># Personalise learning for students in business related subjects</li> <li># Individually design and implement learning sequences which cater for a diverse range of learners</li> <li># Use appropriate mechanisms to support individual student development in business related subjects, such as goal setting and feedback</li> <li># Establish an inclusive learning environment in a business studies class</li> <li># Demonstrate professional collegiality in business studies to support the development and learning of students</li> <li># Reflect on their professional practice as educators of business related subjects</li> </ul>								

	<p># Identify areas for further professional growth in business studies</p> <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.2 Understand how students learn  1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities  2.1 Content and teaching strategies of the teaching area  3.2 Plan, structure and sequence learning programs  3.3 Use teaching strategies  5.2 Provide feedback to students on their learning  5.3 Make consistent and comparable judgements</p>
<b>Assessment:</b>	There are 3 assessment tasks: Assessment Task 1 – Presentation (10 minutes, 800 words equivalent) due as scheduled, 20% Assessment Task 2 – Designing a teaching and learning resource (1200 words) due early semester, 30% Assessment Task 3 – Learning Sequence (2000 words) due late semester, 50%
<b>Prescribed Texts:</b>	Collection of readings.
<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:</p> <ul style="list-style-type: none"> <li># Develop in-depth knowledge of the complexity and diversity of secondary students' learning and development</li> <li># Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge</li> <li># Be able to intelligently and creatively plan, implement and critique mandated curriculum</li> <li># Be able to use data to identify and address the learning needs and capacities of individual students</li> <li># Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development</li> <li># Shape and deliver responsive and inclusive curricula</li> <li># Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)