

EDUC90626 Transforming Sustainability Education

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: Five Saturday intensive during semester and it will involve an excursion during school hours 125 hours in total 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:	None
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	Transforming sustainable education takes as its major focus transformations in pedagogy. Within the context of education for sustainability, critical concepts in thinking about teaching and learning are examined. Adding to our existing repertoire are pedagogies of enactment ? practices that educators can enact when educating for sustainability. These pedagogies and practices include interdisciplinary thinking and learning, experiential learning; problem-based learning, embodied knowing and critical pedagogic approaches. Putting practice at the centre, this subject is directed at utilising pedagogies that can drive change in communities. This subject models the principles studied and are applicable to a wide range of subject matters, learners, and contexts, including universities, schools, workplaces, and informal learning settings.
Objectives:	On completion of this subject students will be able to: <ul style="list-style-type: none"> # Identify critical concepts in thinking about teaching and learning within education for sustainability as they relate to an education setting; # Critically analyse their own values, attitudes and beliefs about learning and teaching as they relate to transformation; # Identify pedagogical approaches in which sustainability can be advanced; # Evaluate the pedagogical intent and impact of an education for sustainability curriculum resource; # Design a professional learning module for educators on an aspect of sustainability education.
Assessment:	There will be three assessment tasks for this subject: 1) Reflective responses to learning tasks via on-line discussion board (20%); 1000 word equivalent. Due ongoing. 2) Critique of a curriculum resource 1000 words or equivalent. 20% of total assessment. This is an individual task, due after mid-semester break. 3) A major project 3000 words or equivalent. 60% of total

	assessment. This may be an individual or group task, due at the end of semester. If students take up the option of working in a group the word limit will be modified in line with the number of participants working in the group. A common mark will be given.
Prescribed Texts:	None
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 this subject, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be critical and creative thinkers, with an aptitude for continued self-directed learning; # Demonstrate a high level of achievement in writing, common research activities, problem solving and communication; # Be skilled communicators who can effectively articulate and justify their beliefs and practices as knowledgeable agents of changes; # Work in teams with skills in cooperation, communication and negotiation; # Capably synthesise personal experience with research evidence and critical analysis into other contexts.
Related Course(s):	<p>Master of Education (Stream 100B)Coursework Master of Education (Stream 150)</p>