# EDUC90642 Educating for Thinking

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| **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: 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. |
| **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<br>234 Queensberry Street<br>Phone: +61 3 8344 8285 |
| **Subject Overview:** | This subject examines the role of thinking in teaching and learning. The aim is for students to gain both a theoretical understanding of the methods and strategies, as well as the practical ability to apply them. The background of a variety of educational approaches will be explored to clarify what teaching and learning thinking might mean. The approaches examined will be applicable across the disciplines and in different educational contexts. Beginning with the view that we teach thinking by teaching the skills and tools from various thinking skills programs the exploration moves on to more sophisticated and complex theories and approaches. Students will have the opportunity to participate in lessons based on these approaches and to apply them to individual educational contexts and interests. Students will leave with a deeper understanding of thinking, teaching and the education of thinking. |
| **Objectives:** | On completion of this subject students should be able to:<br># Understand what it means to educate for thinking;<br># Understand and critically evaluate a range of approaches to educating for thinking;<br># Critically review local and international literature on educating for thinking;<br># Apply their theoretical understanding of educating for thinking to their own educational context and interests. |
| **Assessment:** | Report on a reading or practical task, 1,000 words, due mid-semester, 20% of final grade. Essay on self-designed question, 4,000 words, due end of semester, 80% of final grade. Class time will be devoted to this assignment and students will be required to submit their questions, an abstract and a partial draft for feedback during the semester. |
| **Prescribed Texts:** | There is no prescribed text for this subject. Readings will be identified. |
| **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 |

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| **Generic Skills:** | On completion of this subject students should:<br># Have in-depth knowledge of educational practice and theory;<br># Be critical and creative thinkers, with an aptitude for continued self-directed learning;<br># Examine critically, synthesise and evaluate knowledge across a broad range of disciplines;<br># Expand their analytical and cognitive skills through diverse learning experiences;<br># Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems;<br># Have a set of flexible and transferable skills for different types of educational practice;<br># Be a thoughtful writer about educational practice and theory. |
| **Related Course(s):** | Master of Education (Stream 100B)Coursework<br>Master of Education (Stream 150) |