

## EDUC20075 Young People Changing the World

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 120 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) 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 Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject explores how young people are involved in changing the world, against a backdrop of rapid social change and need. It examines contrasting approaches to the types of learning that might equip young people for the 21 st century (focussing on non-formal learning and formal education models) and highlights contemporary debates about the role of education in communities. In particular, it examines the way young people are positioned within educational and organisational processes, as apprentice citizens and full citizens (as well as global citizens), and examines models of participation, leadership and youth-led learning. By drawing on the skill sets and diverse knowledge base of a cross-disciplinary student cohort, university community, and visitors, case studies of real world problems will be identified and investigated, drawing attention to new interconnections and possibilities for innovation. Students will be encouraged to identify the knowledge and skill base which they can personally bring to this process. By practically working on 'one problem, one idea' the course will encourage students to think about useful new alliances as well as the promises and practical challenges of working in partnership. This might include investigating partnerships between generations; between non-government organisations and learning institutions; between schools and their communities; between business and community; between governments and other groups in 'developed' and 'developing' nations; and between different disciplines and industry sectors. The subject will engage students in practice and reflection, highlight the work of a critical educator, and examine old and new theories about scaffolding learning for social change.
<b>Learning Outcomes:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># identify and understand different educational perspectives on global citizenship</li> <li># identify and understand the different ways in which learning processes can position young people as actors within communities</li> <li># think about the ways in which young people are and can be positioned to participate in social change as global citizens through learning processes</li> <li># analyse real-world case studies where young people are making change</li> <li># become aware of places and niches where change is possible and needed</li> <li># identify the interests, knowledge base (for example, from their undergraduate degree), and skill set that they personally can contribute to making change in their world and the world around them</li> </ul>

	<ul style="list-style-type: none"> <li># develop a practical awareness of the promises, challenges, and strategies for working within partnerships for change</li> <li># critically reflect on their role as an educator or leader in communities</li> </ul>
<b>Assessment:</b>	There are three assessment tasks: 2500-word report examining a pervasive social problem and its possibilities, due mid semester 45% Group presentation (1000 word equivalent) highlighting thinking developed in workshops, due late semester 35% Journal excerpt, 500 words, due end semester 20%
<b>Prescribed Texts:</b>	Wierenga, A and Guevara J R (eds) (2013) Educating for Global Citizenship: a youth-led approach to learning and partnership, Melbourne University Press: Melbourne Golden-Biddle, K and Dutton J E (2012) Using a positive lens to explore social change and organizations: building a theoretical and research foundation. Routledge: New York
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Arts</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ARTS">https://handbook.unimelb.edu.au/view/2014/B-ARTS</a>)</li> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-BMED">https://handbook.unimelb.edu.au/view/2014/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-COM">https://handbook.unimelb.edu.au/view/2014/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-ENVS">https://handbook.unimelb.edu.au/view/2014/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-MUS">https://handbook.unimelb.edu.au/view/2014/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2014/B-SCI">https://handbook.unimelb.edu.au/view/2014/B-SCI</a>)</li> </ul> <p>You should visit <b><a href="http://breadth.unimelb.edu.au/breadth/info/index.html">learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html)</a></b> and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<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>This subject should enable students to</p> <ul style="list-style-type: none"> <li># articulate their role as active global citizens, who can contribute to their communities wherever they live and work</li> <li># engage in meaningful public discourse, with a profound awareness of community needs</li> <li># understand their role as leaders and educators in communities, able to initiate and implement constructive change in their communities, professions and workplaces</li> <li># be aware of their role in creating learning cultures and mentoring future generations of learners</li> <li># demonstrate a high level of achievement in writing, generic research activities, problem-solving and communication</li> <li># recognise their own skill set and the in-depth knowledge of their specialist discipline(s)</li> <li># expand their analytical, cognitive and creative skills through learning experiences with other disciplines</li> <li># demonstrate excellent interpersonal skills, including an awareness of personal strengths and limitations be critical and creative thinkers, with an aptitude for continued self-directed learning</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/breadth/breadth_subjects">http://education.unimelb.edu.au/study_with_us/breadth/breadth_subjects</a>
<b>Related Breadth Track(s):</b>	Youth, Citizenship and Identity