

EDUC90430 Learning Area Biology 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014.						
Time Commitment:	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.						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90429 Learning Area Biology 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90429 Learning Area Biology 1	February	12.50
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EDUC90429 Learning Area Biology 1	February	12.50					
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 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						
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)						
Subject Overview:	<p>This subject explores the rationale, resources, methodology and specific techniques appropriate to teaching, learning and assessing Biology, drawing from the current VCAA Biology Study Design (particularly Units 2 and 4) and ACARA. In Unit 2 the emphasis is on organisms and their environment- adaptations and ecosystems. In Unit 4 the emphasis is on molecular genetics and gene technologies and changes to populations over time leading to the evolution of species. These areas will be addressed with particular emphasis on the use of ICT to aid understanding of concepts and to model change.</p> <p>In combined science, shared with other science methods, teacher candidates will explore pedagogical strategies to engage science learners in the middle years of secondary schooling.</p> <p>Contemporary ICT practice will be incorporated where appropriate in the development of knowledge, skills and abilities to use ICT to support student learning and professional practice.</p>						
Learning Outcomes:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Show theoretical frameworks and practical ability to produce effective learning for a wide range of school students, including in junior science; # Display a solid knowledge of the biological sciences, and educational contexts and how they interact in effective pedagogy; # Understand the links between effective planning teaching and evaluation in biology; # Use a variety of technologies in the classroom to assist learning in biology classes; # Apply biological understandings to familiar and new contexts; # Analyse issues and implications relating to scientific and technological developments and analyse and evaluate the reliability of information and opinions presented in the public domain. <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>2.1 Content and teaching strategies of the teaching area</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p> <p>3.5 Use effective classroom communication</p> <p>4.1 Support student participation</p> <p>4.4 Maintain student safety</p> <p>5.1 Assess student learning</p>
Assessment:	<p>There are 3 assessment tasks for this subject. Production and presentation of a resource for the Biology curriculum using digital technologies, equivalent 1300 words. Due early semester, 34% Use of digital technologies to present your professional and reflective voice in Biology Education, equivalent 1300 words. Due late semester, 33% Either a project with an inquiry focus (equivalent 1300 words), due mid-semester, 33% OR a critical analysis of assessment strategies in science teaching (equivalent 1300 words), due end of semester, 33% NOTE:Teacher candidates doing one Learning Area science subject will submit the inquiry project for their third piece of assessment while those doing two Learning Area science subjects will submit both tasks listed under the third assessment, completing one for each of their LA science subjects. Hurdle tasks: Satisfactory participation in fortnightly online activities throughout semester</p>
Prescribed Texts:	<ul style="list-style-type: none"> • VCAA(2006) VCE Biology Study Design (also available online) • Australian Curriculum, Assessment and Reporting Authority (ACARA) website • A collection of readings
Breadth Options:	<p>This subject is not available as a breadth subject.</p>
Fees Information:	<p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p>
Generic Skills:	<p>On completion of the course, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Understand Secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment. # Develop in-depth knowledge of the complexity and diversity of secondary students' learning and development # Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge. # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students. # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development. # Shape and deliver responsive and inclusive curricula. # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Links to further information:	<p>www.education.unimelb.edu.au</p>
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>