

## EDUC90440 Learning Area Geography 2

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.						
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. 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>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90439 Learning Area Geography 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90439 Learning Area Geography 1	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90439 Learning Area Geography 1	February	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 Call: 13 MELB (13 6352)						
<b>Subject Overview:</b>	<p>This subject builds on the concepts introduced in Learning Area Geography 1. Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area.</p> <p>This unit will develop teacher candidates' understanding of teaching geographical tools and skills, particularly the central place of fieldwork and inquiry learning experiences. A variety of geographical resources developed for teaching such as maps, graphs and statistics, and photographs will be used to investigate the components of planning a sequence of skill development. Teacher candidates will understand the role and importance of developing spatial literacy in secondary schools. Fieldwork, including residential fieldwork, is also an essential part of the course.</p> <p>The connection between geography, technology and society will be a focus. Through research and reflection students will explore and critique recent developments in Geography education and their impact upon curriculum design and teaching approaches to develop a critical understanding of contemporary issues in geography education. This unit will ask teacher candidates to explore the established research field of geography education to engage in small-scale inquiry in a school.</p> <p>Teacher Candidates' capacity to use literacy and numeracy strategies within the context of geography is developed. For example, calculating distances from scales, computing statistical data, writing in specific genres including argumentative essays and fieldwork reports.</p>						
<b>Learning Outcomes:</b>	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> <li># Individually evaluate plans for student centred learning experiences that cater for a range of learners using current best practice models of learning and assessment including an understanding of discipline-based pedagogy.</li> <li># Demonstrate an advanced capacity to use of concepts, knowledge and skills in Geography</li> </ul>						

	<ul style="list-style-type: none"> <li># Demonstrate professional collegiality and participate effectively in team work</li> <li># Foster developmentally appropriate and socially just curriculum and model learning strategies which develop inquiry and curiosity about the world</li> <li># Articulate a personal philosophy, and understanding of what is best practice in the teaching and learning of Geography</li> <li># Articulate the results of their critical reasoning on practice</li> <li># Design and complete an inquiry cycle, which integrates theory and practice</li> <li># To use a range of strategies to teach literacy and numeracy through Geography (e.g. calculating distances from scales, computing statistical data, writing in specific genres including argumentative essays and fieldwork reports).</li> </ul> <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</p> <p>2.1 Content and teaching strategies of the teaching area</p> <p>2.2 Content selection and organisation</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p>
<b>Assessment:</b>	There are 3 assessment tasks: Literature review, 1200 words, due mid-semester, 30% Presentation, 15 minutes, as individually scheduled, 20% Case study of practice in a geography classroom, 2000 words, late semester, 50%
<b>Prescribed Texts:</b>	None
<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 have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice.</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Demonstrate sound discipline knowledge and pedagogical content knowledge.</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>