

# EDUC90443 Learning Area History 1

<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>	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's <b>Specialist Area Guidelines</b> ( <a href="http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx">http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx</a> ), for entry into this subject.
<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 introduces teacher candidates to methods of teaching history. It aims to produce highly skilled history teachers by drawing on leading international research. The subject places emphasis on planning for learning. Teacher candidates develop their pedagogical content knowledge by examining a range of strategies for teaching the substantive and procedural dimensions of history. The use of primary sources to explore the past is the signature pedagogy of history. Teacher candidates learn to use primary sources in the classroom. This requires the application of literacy strategies for reading documents. It also involves the use of numeracy strategies. For example, teacher candidates need to use evidence such as tables, charts and graphs to explain change over time. Teacher candidates reflect on the relationship between policy and practice. The subject examines the Australian Curriculum/AusVELS and VCE Study Designs. Teacher candidates consider ways to tailor the curriculum to meet the learning needs of individual students. They consider the knowledge, skills and values that they seek to foster in their classrooms. They reflect on the contested nature and purpose of history and engage with public debate. Key topics include: lesson planning, teaching strategies, resources and assessment. These areas are viewed through the lens of discipline-based pedagogy.</p> <p>In addition to history, this subject explores approaches to VCE Global Politics.</p>
<b>Learning Outcomes:</b>	<p>On the completion of this subject, students will</p> <ul style="list-style-type: none"> <li># Be highly skilled history teachers who demonstrate the professional capabilities to meet the individual needs of learners using interventionist practice;</li> <li># Demonstrate an understanding of ways in which theory and research inform practice;</li> <li># Demonstrate strong historical and pedagogical content knowledge;</li> <li># Utilise diverse pedagogical strategies to provide rich and creative learning environments that empower learners.</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>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area;</p> <p>2.2 Organise content into an effective learning and teaching sequence;</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies;</p> <p>3.3 Use a range of teaching strategies;</p>
<b>Assessment:</b>	There are 3 assessment tasks: Lesson Plan (1200 words), due mid-semester, 30% Team Teaching Presentation (30 minutes), as scheduled, 20% Unit of Work (2000 words), due end of semester, 50%
<b>Prescribed Texts:</b>	VCAA, History VCE Study Design. 2004. Collected Readings
<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 skilled professionals who can effectively articulate and justify their teaching practices;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Plan and teach in teams with skills in cooperation, communication and negotiation.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>