

EDUC90447 Learning Area Humanities (Additional) 1

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 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.												
Prerequisites:	<p>Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90445 Learning Area Humanities 1</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90439 Learning Area Geography 1</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90443 Learning Area History 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90445 Learning Area Humanities 1	February	12.50	EDUC90439 Learning Area Geography 1	February	12.50	EDUC90443 Learning Area History 1	February	12.50
Subject	Study Period Commencement:	Credit Points:											
EDUC90445 Learning Area Humanities 1	February	12.50											
EDUC90439 Learning Area Geography 1	February	12.50											
EDUC90443 Learning Area History 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability												
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)												
Subject Overview:	<p>Humanities Additional extends professional perspectives exploring policy and research both in and beyond classroom practice.</p> <p>This subject has an emphasis on learning, teaching, and curriculum issues and their contextual influences in Humanities. Practice in the humanities classroom which highlights critical reflection, inquiry and personalised learning, will be explored.</p>												
Learning Outcomes:	<p>On completion of this subject teacher candidates will be able:</p> <ul style="list-style-type: none"> # To design learning which explores the capacity of Humanities to address cultural diversity, individual differences and nurture active citizenship in all students and mandated curriculum frameworks. # To understand the concepts and skills embedded within the disciplines in Humanities # To foster understanding of key educational documents and issues relating to Humanities and its place in the school curriculum # To provide students with opportunities to explore the wider issues concerning the teaching of Humanities at secondary level. # Critique recent developments in Humanities education and their impact upon curriculum development and teaching approaches. # To use a range of strategies to teach literacy and numeracy through Humanities 												

	<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>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p> <p>3.3 Include a range of teaching strategies</p>
Assessment:	<p>There are 3 assessment tasks: Micro teaching (800 words equivalent) due as individually scheduled in workshops (20%) Design of a Classroom resource for student centred learning (1200 words) due mid semester (30%) Negotiated Study (2000 words) due end of semester (50%)</p>
Prescribed Texts:	<p>Taylor, T., Fahey, C., Kriewaldt, J. & Boon. D. (2012) Time and Place: teaching history and geography, Pearson, Brisbane.</p>
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 this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice. # Understand the significance of developing their practice on the basis of research evidence; # Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions. # Demonstrate sound discipline knowledge and pedagogical content knowledge. # Work in teams with skills in cooperation, communication and negotiation; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Teaching (Secondary) Master of Teaching (Secondary)</p>