

EDUC90474 Learning Area Science 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 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:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90473 Learning Area Science 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90473 Learning Area Science 1	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90473 Learning Area Science 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>In addition to consolidating teacher candidates' training for teaching junior science at secondary school, this subject prepares them to teach and assess students undertaking studies in (VCE) Environmental Science. Pedagogical methods and learning approaches appropriate to environmental science are covered. These include classroom instruction, practical laboratory work, field work, and Information and Communication Technology.</p> <p>While the subject focuses on pedagogy and content relevant to the VCE Environmental Science Study Design Units 1-4, the subject will also examine the place of environmental science in science education, digital technologies and creative approaches to support the year 7-10 general science component of AusVELS, the framework for implementing the Australian Curriculum in Victoria.</p> <p>In combined science, shared with the other science methods, teacher candidates will explore pedagogical strategies to engage science learners in the middle years of secondary school. ICT is recognised and used as an essential component of contemporary science practice; as such it is used where appropriate to support conceptual understanding and to enhance student learning.</p>						
Learning Outcomes:	<p>On completion of this subject, teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Be skilled teachers of science and environmental science with the theoretical frameworks and practical ability to produce effective learning for a wide range of students; # Display a solid current knowledge of environmental sciences, educational contexts and how they interact in effective pedagogy; # Understand the links between effective planning, teaching and assessment; # Use a variety of technologies in the classroom to assist learning sciences; # Demonstrate the knowledge, skills and abilities to use ICT to support student learning and professional practice. 						

	<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 three assessment tasks: A reflective essay focusing on year 7-10 Science, (1300 words) due mid-semester, 32% A task related to planning a unit of work in environmental science (1400 words) due end of semester, 35% An inquiry centred task due mid-semester OR a task exploring assessment strategies in science teaching (equivalent 1300 words) due the end of semester, 33% NOTE: Teacher candidates doing one LA science subject will submit the inquiry project while those doing two LA science subjects will submit both assessment tasks listed in dot point3, completing one for each of their LA science subjects . Hurdle tasks: Satisfactory participation in fortnightly online activities throughout semester</p>
Prescribed Texts:	None
Recommended Texts:	<ul style="list-style-type: none"> • VCAA (2008) Victorian Essential Learning Standards (also available online) • VCAA (2004) VCE Environmental Science Study Design (also available online) • Australian Curriculum, Assessment and Reporting Authority (ACARA) website <p>A collection of readings</p>
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>