

## EDUC90497 Implementing Dramatic Processes

<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: 17 hours total, including: 10 hours over the 5 day intensive period in January (during the Victorian school holidays) plus 7 hours contact via LMS at regular intervals during the semester. Total Time Commitment: 120 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>	None
<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 Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	Following the Intensive program students will undertake a research project in which they will plan, implement, document and evaluate a unit in the teaching of Shakespeare or other complex literary texts in their school or other educational context. They will be required to adopt either an action research or reflective practice stance, depending on prior experience. They will use the pedagogy and techniques to which they have been introduced in EDUC90496 Shakespeare and Dramatic Pedagogy. Each phase of the work will be supported by readings and weekly on-line discussion forums and tutorials. There will be a shared reporting of their projects at the conclusion of the subject.
<b>Learning Outcomes:</b>	Students will: <ul style="list-style-type: none"> <li># Learn to plan, implement and evaluate the teaching of Shakespearean and other complex texts;</li> <li># Practise a range of pedagogical skills and new techniques in teaching Shakespeare and other complex texts;</li> <li># Understand contemporary issues in the teaching of complex texts.</li> </ul>
<b>Assessment:</b>	There will be two items of assessment. These tasks are interconnected. Students are to identify a specific research stance, selecting Reflective Practitioner Research, Self-Study or Action Research with an emphasis on the link between pedagogical perspectives and content knowledge. Item 1: Research Plan, including research design, brief review of literature and unit overview planning (1800 words) Item 2: Research Report, illustrating research design, incorporating evaluation of unit of work and reflecting on the implementation and their own developing content knowledge and understanding of appropriate pedagogical perspectives. (3,200 words)
<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 students should:</p> <ul style="list-style-type: none"> <li># have a strong sense of intellectual integrity and the ethics of scholarship;</li> <li># have an in-depth knowledge of their specialist discipline(s);</li> <li># have a high level of achievement in writing, generic research activities, problem solving and communication;</li> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning;</li> <li># have expanded their analytical and cognitive skills through learning experiences in diverse subjects;</li> <li># have the capacity to participate fully in collaborative learning and to confront unfamiliar problems</li> <li># have initiated and implemented constructive change in their communities, including professions and workplaces;</li> <li># have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations;</li> <li># be able to mentor future generations of learners;</li> <li># be able to engage in meaningful public discourse, with a profound awareness of community needs;</li> <li># have an understanding of the social and cultural diversity in our community.</li> </ul>
<b>Related Course(s):</b>	<p>Master of Education (Stream 100B)Coursework  Master of Education (Stream 150)  Postgraduate Certificate in the Teaching of Shakespeare</p>