

EDUC90579 Interpersonal and Group Process

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014.						
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) 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>EDUC90630 Relationship Skills for Educators 2</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90630 Relationship Skills for Educators 2	Semester 2	12.50
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EDUC90630 Relationship Skills for Educators 2	Semester 2	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:	A study of theory and skills relevant to managing complex and challenging interactions in educational settings; research on effective conflict management models and skills and applications to formal and informal negotiation and problem solving; a study of group dynamics and group processes applicable to leading participatory approaches to curriculum development and education tasks. Applied exercises are used to enhance skills in leading collaborative, inclusive and participatory approaches to wellbeing.						
Learning Outcomes:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # demonstrate a critical awareness of the theory and practice of constructive conflict management and selectively apply a range of assertion and conflict management skills to negotiation and collaboration in a variety of student wellbeing contexts; # demonstrate a critical awareness of the theory and practice of group dynamics and plan strategies to ensure the effective functioning of groups; # develop evidence-based curriculum and participatory pedagogy to enhance student engagement and wellbeing. 						
Assessment:	Two 2,500 word assignments or equivalent projects (50 per cent each) one due in mid semester, one due at the end of semester						
Prescribed Texts:	No prescribed text						
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						
Generic Skills:	# Draw upon theoretical knowledge to analyse and critically reflect on their educational practice;						

	# Demonstrate advanced competencies in educational practices related to student wellbeing.
Related Course(s):	Master of Education (Student Wellbeing)