

EDUC90609 Curriculum: An Australian Perspective

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) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
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 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: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	<p>This unit is designed as a broad introduction to curriculum and its history. The focus is on general level curriculum definitions, theory and principles and the Australian context. The unit will explore changes in curriculum priorities and design over recent decades and consider the historical, social, political and research related pressures and influences prompting and informing changes. Students will critically analyse various curriculum patterns and trends to gain better understanding of the dynamic interaction of factors that influences curriculum prioritisation and evolution.</p> <p>Topics will include;</p> <ul style="list-style-type: none"> # Curriculum orientations and definitions # Design principles # General curriculum influences and shifts over recent decades – with consideration of Australian curriculum history specifically. # Contemporary curriculum influences and trends.
Learning Outcomes:	<ul style="list-style-type: none"> # Demonstrate an understanding of different curriculum definitions and orientations and the underlying educational implications within each. # Demonstrate an understanding of influences that shape curriculum within specific socio-political contexts.
Assessment:	There are 2 assessment tasks A: 2,000 words written assignment. Students are to consider various curriculum definitions and orientations and through a reflective piece, drawing on their own past and practice, explain their perspective of curriculum. Due mid semester 40 per cent B: 3,000 words written assignment. Students will identify one major curriculum shift and analyse the various intellectual, social and political issues that influenced its development and curriculum representation. Due at the end of semester 60 per cent
Prescribed Texts:	None

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:	# Analytic skills; # Written communication skills.
Related Course(s):	Master of Education (Stream 100B)Coursework Master of Education (Stream 150)