

## ENST90006 Environmental Research Review (12.5)

<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: 8 hours of subject based workshops plus regular meetings with supervisor. Total Time Commitment: Contact Hours: 20 hours. Total Time Commitment: 120 hours.									
<b>Prerequisites:</b>	Permission from Subject Coordinator required									
<b>Corequisites:</b>	<p>Students must be enrolled in, or have completed, the following subjects:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>MULT90005 Interdisciplinarity and the Environment</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>MULT90004 Sustainability Governance and Leadership</td> <td>March, August</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	MULT90005 Interdisciplinarity and the Environment	Semester 2	12.50	MULT90004 Sustainability Governance and Leadership	March, August	12.50
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MULT90005 Interdisciplinarity and the Environment	Semester 2	12.50								
MULT90004 Sustainability Governance and Leadership	March, August	12.50								
<b>Recommended Background Knowledge:</b>	Completion of a subject that addresses the content and/or methodological techniques of the proposed research topic, or equivalent; or prior knowledge of the research topic.									
<b>Non Allowed Subjects:</b>	None.									
<b>Core Participation Requirements:</b>	<p>The Melbourne School of Land and Environment (MSLE) welcomes applications from students with disabilities. It is University and School policy to take reasonable steps to make reasonable adjustments so as to enable the student's participation in the School's programs. MSLE contributes to the New Generation degrees and offers a broad range of programs across undergraduate and post-graduate levels many of which adopt a multi-disciplinary approach. Students of the School's courses must possess intellectual, ethical, and emotional capabilities required to participate in the full curriculum and to achieve the levels of competence required by the School. Candidates must have abilities and skills in observation; motor in relevant areas; communication; in conceptual, integrative, and quantitative dimensions; and in behavioural and social dimensions. Adjustments can be provided to minimise the impact of a disability, however students need to be able to participate in the program in an independent manner and with regard to their safety and the safety of others.</p> <p>I. Observation: In some contexts, the student must be able to observe demonstrations and experiments in the basic and applied sciences. More broadly, observation requires reading text, diagrams, maps, drawings and numerical data. The candidate should be able to observe details at a number of scales and record useful observations in discipline dependant contexts.</p> <p>II. Communication: A candidate should be able to communicate with fellow students, professional and academic staff, members of relevant professions and the public. A candidate must be able to communicate effectively and sensitively. Communication includes not only speech but also reading and writing.</p> <p>III. Motor: Candidates should have sufficient motor function necessary for participation in the inherent discipline-related activities. The practical work, design work, field work, diagnostic procedures, laboratory tests, require varying motor movement abilities. Off campus investigations may include visits to construction sites, urban, rural and/or remote environments.</p> <p>IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of professionals in land and environment industries, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.</p> <p>V. Behavioural and Social Attributes: A candidate must possess behavioural and social attributes that enable them to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel their disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>									
<b>Contact:</b>	<b>Office for Environmental Programs</b>									

	<p>Ground Floor, Walter Boas Building (building 163)</p> <p><i>Enquiries</i>  Phone: 13 MELB (13 6352)  Email: <a href="mailto:13MELB@unimelb.edu.au">13MELB@unimelb.edu.au</a> (mailto:13MELB@unimelb.edu.au)</p>
<b>Subject Overview:</b>	<p>This subject allows students to conduct an original literature review of research relevant to clearly specified area of environment and sustainability. The project comprises a substantial review of a body of literature or an evaluation of research or experimental protocols. The specific focus of the literature review will be initiated by the student arising from their keen interests and consultations with other networks and academic staff with relevant expertise. Proposals for projects must be submitted to the subject coordinator in the semester prior to commencement in the subject. Final approval for the topic lies with the subject co-ordinator.</p> <p>The work will be equivalent to lecture and practical based subjects worth 12.5 points The work commitment includes regular one hour meetings with supervisors where students report on progress, difficulties and research plans. Workshops conducted by the subject coordinator will deliver skill development in research practice including oral and written report presentation, with a focus on communication of research in interdisciplinary contexts.</p>
<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li># Carry out a substantial literature review of research relevant to an identified topic</li> <li># Integration and application of disciplinary knowledge and skills to an independently generated research question and investigation</li> <li># Analyze and synthesize salient features and important theoretical, methodological and empirical trends in published literature and data.</li> <li># Present research findings in written and verbal forms</li> </ul>
<b>Assessment:</b>	<p>A written report based on the student's original work and additional assessment tasks as required by supervisor (from list below) to word limit (or equivalent) 5,000-7,000 words. A research report weighted at no less than 60% of the final score, to be submitted at the end of semester to be assessed by the supervisor or a person of the supervisor's choice. If final research report is less than 100% of assessment as determined by a supervisor, additional assessment tasks (and suggested weightings) are to be chosen by supervisors from the following list: Detailed research proposal (10-40%), Research diary (hurdle or 5-20%); Lab notes (hurdle or 10-40%), Presentation (10-20%), Short lay article eg opinion piece, article for 'The Conversation' (Hurdle or 10 – 30%). Additional assessment tasks to be submitted at dates nominated by supervisors and throughout semester and to be assessed by the supervisor or a person of the supervisor's choice.</p>
<b>Prescribed Texts:</b>	This is a literature review subject.
<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>Students will</p> <ul style="list-style-type: none"> <li># Enhance their skills in critical thinking</li> <li># Apply critical thinking skills and foundational research skills to develop and address a research question</li> <li># Demonstrate planning and time management skills</li> <li># Undertake research independently</li> <li># Demonstrate a capacity to communicate research findings clearly, comprehensively and persuasively</li> </ul>
<b>Links to further information:</b>	<a href="http://www.environment.unimelb.edu.au/">http://www.environment.unimelb.edu.au/</a>
<b>Related Majors/Minors/Specialisations:</b>	<p>Climate Change  Climate Change  Conservation and Restoration  Conservation and Restoration  Development  Development  Education</p>

Education  
Energy Efficiency Modelling and Implementation  
Energy Efficiency Modelling and Implementation  
Energy Studies  
Energy Studies  
Environmental Science  
Environmental Science  
Governance, Policy and Communication  
Governance, Policy and Communication  
Integrated Water Catchment Management  
Integrated Water Catchment Management  
Public Health  
Public Health  
Sustainable Cities, Sustainable Regions  
Sustainable Cities, Sustainable Regions  
Sustainable Forests  
Sustainable Forests  
Tailored Specialisation  
Tailored Specialisation  
Waste Management  
Waste Management