

EDUC90497 Implementing Dramatic Processes

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught online/distance.								
Time Commitment:	Contact Hours: 24 hours (online) and 6 hours class briefings (face to face or Skype) Total Time Commitment: 170 hours								
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90496 Shakespeare and Dramatic Pedagogy</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90496 Shakespeare and Dramatic Pedagogy	January	12.50
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EDUC90496 Shakespeare and Dramatic Pedagogy	January	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								
Coordinator:	Dr Christine Sinclair								
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)								
Subject Overview:	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.								
Learning Outcomes:	Students will: <ul style="list-style-type: none"> # Learn to plan, implement and evaluate the teaching of Shakespearean and other complex texts; # Practise a range of pedagogical skills and new techniques in teaching Shakespeare and other complex texts; # Understand contemporary issues in the teaching of complex texts. 								
Assessment:	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) 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.
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:	<p>On completion of this subject students should:</p> <ul style="list-style-type: none"> # have a strong sense of intellectual integrity and the ethics of scholarship; # have an in-depth knowledge of their specialist discipline(s); # have a high level of achievement in writing, generic research activities, problem solving and communication; # be critical and creative thinkers, with an aptitude for continued self-directed learning; # have expanded their analytical and cognitive skills through learning experiences in diverse subjects; # have the capacity to participate fully in collaborative learning and to confront unfamiliar problems # have initiated and implemented constructive change in their communities, including professions and workplaces; # have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations; # be able to mentor future generations of learners; # be able to engage in meaningful public discourse, with a profound awareness of community needs; # have an understanding of the social and cultural diversity in our community.
Related Course(s):	Graduate Certificate in the Teaching of Shakespeare Master of Education Master of Education Postgraduate Certificate in the Teaching of Shakespeare