

## EDUC90582 Individualising Learning and Teaching 2

<b>Credit Points:</b>	12.5								
<b>Level:</b>	9 (Graduate/Postgraduate)								
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus.								
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours								
<b>Prerequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90580 Evidence Based Learning and Teaching 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90580 Evidence Based Learning and Teaching 1	January	12.50
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<b>Corequisites:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90594 Professional Practice and Portfolio 2</td> <td>January</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90594 Professional Practice and Portfolio 2	January	18.75
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<b>Recommended Background Knowledge:</b>	None								
<b>Non Allowed Subjects:</b>	None								
<b>Core Participation Requirements:</b>	<p>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: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a></p>								
<b>Contact:</b>	<p><b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)</p>								
<b>Subject Overview:</b>	<p>This subject will develop a deeper and more complex understanding of the conceptual framework on which the program is built. The strategic role of the teacher in optimising student learning and managing the classroom climate and building relationships will be investigated. This will include strategies and approaches for activating, evaluating and monitoring learning in ways that are developmentally and contextually relevant, and that build on the diverse backgrounds and experiences of students and the learning community. There will be a strong focus on linking assessment and reporting to teaching and learning, ensuring coverage of cognitive, affective, physical and aesthetic domains. Links between assessment and curriculum are examined and linked to evidence-based developmental frameworks. Skills in combining assessment evidence of learning to form objectives for teaching and overall summative assessments for recording and reporting purposes will be developed. Consistency of approach across pedagogy, curriculum and assessment will again be a major theme.</p>								
<b>Learning Outcomes:</b>	<p>On completion of the subject, associates should be able to:</p> <ul style="list-style-type: none"> <li># Describe key characteristics of curriculum and pedagogy that are developmentally and contextually relevant and build on diverse backgrounds and experiences of students;</li> <li># Evaluate and critique teaching practice and curriculum implementation from relevant research-validated perspectives;</li> <li># Identify, design and defend differentiated and focussed intervention strategies for each student related to the content to be taught;</li> <li># Identify appropriate teaching and learning resources for intervention strategies;</li> <li># Report to stakeholders about student learning and make recommendations for support and intervention;</li> </ul>								

	# Reflect critically on their own learning, teaching and assessment practices and identify implications for their own professional growth.
<b>Assessment:</b>	There are three assessment tasks: Test/s (60 minutes in total, 1000 words equivalent) Beginning of semester, 20% Assessment writing task (1250 words equivalent) Mid-semester, 35% Data analysis task & professional learning plan (1750 words) End of semester, 45% 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.
<b>Prescribed Texts:</b>	Griffin, P. (Ed). (2014). Assessment for Teaching. Melbourne: Cambridge University Press.
<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 the subject, associates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Develop and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Be independent of mind, responsible, resilient and self-regulating;</li> <li># Evaluate and sue constructive criticism of their work and the work of colleagues.</li> </ul>