

EDUC90619 Leading Educational Ideas

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. July, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours
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, Learning Outcomes 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 Dianne Mulcahy
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	The unit is a compulsory core unit in the Master of Education. Leading ideas in contemporary education are introduced through four main themes: Learning processes and teaching effectiveness; Education, equity and social identities; Knowledge economies in the Asia-Pacific region and Master teachers in the making. A critical examination of the key concepts will occur by juxtaposing national and global perspectives. Key concepts include: new knowledge and the knowledge economy; internationalisation; diversity and professional autonomy. Negotiated, integrated learning via theory, case studies, simulation exercises and work based projects will be developed by participants.
Learning Outcomes:	On completion of the subject students will be able to: <ul style="list-style-type: none"> # Demonstrate an understanding of leading ideas in education; # Review research literature related to key themes of the unit; # Understand the process of investigating educational issues; # Use evidence-based research in developing an understanding of an educational issue; # Demonstrate an understanding of the relationship between experiential knowing, holistic knowledge and managing and leading in a context of ambiguity.
Assessment:	Assessment 1 Assessment proposal (20%) : A 1000 word proposal that details the educational idea and method of inquiry that forms the basis of the project inquiry. Due date: Day 3, mid way point of the teaching delivery. Assessment 2 Project inquiry (80%) : 4000 words A critical inquiry project which documents the investigation of a key theme and concept/s of a leading educational idea. Due date: Examination period of the semester. 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.
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 participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change; # Be flexible and able to adapt to and lead change through knowing how to learn; # Understand the significance of developing their practice on the basis of research evidence; # Be independent of mind and self-regulating; # Have a conscious personal and social values base.
Related Course(s):	<p>Master of Education Master of Education</p>