

EDUC90739 Historical Inquiry

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: Semester 2, 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:	Mr John Whitehouse
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	This subject explores approaches to historical inquiry in the classroom. The Australian Curriculum underscores the importance of historical inquiry. What is the nature of inquiry in history? How might this inform learning and teaching in schools? These questions are applied to disciplinary content from the Australian Curriculum: <i>The Making of the Modern World</i> and <i>The Modern World and Australia</i> . This includes overview material and chosen depth studies (social, political, economic and cultural developments). Special attention is paid to historical skills, the use of sources and contestability in history.
Learning Outcomes:	On completion of this subject students should: <ul style="list-style-type: none"> # Demonstrate knowledge and understanding of theory and practice in history education; # Demonstrate knowledge and understanding of two historical periods included in the Australian Curriculum (including social, political, economic and cultural developments); # Engage in historical thinking through analysis of primary and secondary sources; # Critically analyse leading models of historical thinking and their implications for learning and teaching; # Demonstrate sufficient depth of knowledge and understanding to design, use and evaluate resources for teaching history.
Assessment:	There are two assessment tasks: Essay (Historical Inquiry), 2500 words, due mid-semester (50%) Project (Historical Inquiry in Schools), 2500 words, due end-of-semester (50%) 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:	A reading pack will be available.
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:	On completion of this subject students should: <ul style="list-style-type: none"># Be skilled professionals who can effectively articulate and justify their teaching practices;# Understand the significance of developing their practice on the basis of research evidence;# Demonstrate highly developed analytic and problem-solving skills;# Demonstrate a capacity for independent critical thought, inquiry and self-directed learning;# Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems;# Demonstrate openness to new ideas, intellectual curiosity and creativity.
Related Course(s):	Master of Education Master of Education Professional Certificate in History Education