

EDUC20080 School Experience as Breadth

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| Credit Points: | 12.5 |
| Level: | 2 (Undergraduate) |
| Dates & Locations: | 2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. |
| Time Commitment: | Contact Hours: 36 Hours (16 hours workshops and 20 hours of placement) Total Time Commitment: 170 hours |
| Prerequisites: | <p># All applicants must have a valid Working with Children Check prior to the commencement of the subject: http://www.workingwithchildren.vic.gov.au/ (http://www.workingwithchildren.vic.gov.au/)</p> <p>For the Humanities, Arts and Social Sciences (HASS) stream: Successful completion of 75 points of level 1 subjects as well as a previous or current enrolment in at least 25 points of level 2 subjects, across undergraduate Arts, Music, degrees.</p> <p>For the Science, Technology, Engineering & Maths (STEM) stream: Successful completion of 75 points of level 1 subjects as well as a previous or current enrolment in at least 25 points of level 2 subjects, across undergraduate Biomedicine, Commerce, Environments, Science degrees.</p> <p>For Languages (other than English) as part of the HASS stream: A language major, minor, or else a first/advanced language background in Chinese (Mandarin), Japanese, Indonesian, French, German, and/or Italian. The major/minor may be undertaken concurrent with this subject.</p> <p>Meeting these requirements does not guarantee selection for a particular placement setting. In assigning settings MGSE can consider prior academic performance</p> |
| Corequisites: | None |
| Recommended Background Knowledge: | For the Languages stream: An intermediate level of communicative competence or higher in Chinese (Mandarin), Japanese, Indonesian, French, German, and/or Italian. |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | <p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> |
| Coordinator: | Dr Rannah Hetherington, Dr Richard Sallis |
| Contact: | rannahms@unimelb.edu.au (mailto:rannahms@unimelb.edu.au) |
| Subject Overview: | <p>This subject will provide an understanding of your university studies within Victorian schools through a substantial school based experience.</p> <p>The subject includes a placement of up to 20 hours within a Victorian school classroom, offering an opportunity to collaborate as a Tertiary Student Assistant (TSA) under the guidance of a qualified teacher.</p> <p>The subject is structured to provide a school experience for students in one of two main streams:</p> |

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| | <p>1 Humanities, Arts and Social Sciences (HASS) 2 Science, Technology, Engineering & Maths (STEM)</p> <p>The TSA placement is supplemented by university-based workshops that will provide insight into the Victorian school system, contemporary approaches to teaching and learning, and an understanding of the role of Tertiary Student Assistants in supporting school based programs. Placement settings are determined and arranged by MGSE.</p> |
| Learning Outcomes: | <p>On completion of this subject, students will:</p> <ul style="list-style-type: none"> # demonstrate a greater understanding of issues related to the learning area as demonstrated through the TSA experience; # appreciate the diversity of students within different schools and the impact of this on student learning; # have a greater awareness of the complexity of issues impacting education and schools; # appreciate how schools and education systems contribute to society; # demonstrate improved self-reflection and practical skills. |
| Assessment: | <p>1. Reflective Statement (1000 words), due early semester (20%) Students can choose from the following topics or negotiate another with their tutor Personal / Professional Identity Guided Observation of Classroom Experience Teaching & Learning Activity Classroom Initiative or Challenge 2. Interactive Classroom Presentation 15 minutes (1500 word equivalent), due mid-end semester (30%) As a group (up to 4) students present an interactive presentation on a Current Contextual Issue in Education 3. Topic report/paper (2000 words), due end of semester (50%) This is an individual paper prepared from the joint presentation group. Students write a topic/report based on a Current Contextual Issue in Education that was presented in the workshop Hurdle Requirements: This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Professional practice placements require 100% attendance.</p> |
| Prescribed Texts: | Digital readings will be provided through the LMS. |
| Breadth Options: | <p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Arts (https://handbook.unimelb.edu.au/view/2016/B-ARTS) # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2016/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2016/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2016/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2016/B-MUS) # Bachelor of Science (https://handbook.unimelb.edu.au/view/2016/B-SCI) # Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2016/B-ENG) <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p> |
| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees |
| Generic Skills: | <p>This subject requires students to demonstrate and improve a range of generic skills. Students will:</p> <ul style="list-style-type: none"> # be able to effectively manage themselves, their time and their skills to complete a workplace project through more highly developed planning and organising skills; # be able to use effective interpersonal and communication skills through interaction with a range of diverse colleagues, supervisors, and students; # demonstrate improved analytical, problem-solving, research, and report-writing skills through dealing with and incorporating into their reports, a range of issues that emerge within their placement; # develop an awareness of the legal and ethical frameworks of schools and the education sector. |
| Links to further information: | http://education.unimelb.edu.au/study_with_us/breadth/health_education_and_school_experience#school |