

# EDUC90379 Designing Personalised Learning

<b>Credit Points:</b>	12.5									
<b>Level:</b>	9 (Graduate/Postgraduate)									
<b>Dates &amp; Locations:</b>	This subject is not offered in 2016.									
<b>Time Commitment:</b>	Contact Hours: 36 hours Total Time Commitment: 170 hours									
<b>Prerequisites:</b>	<p>Students must have completed at least 125 points of Master of Teaching (Primary) subjects prior to enrolling in this subject and</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90489 Professional Practice and Seminar Prim 3</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90489 Professional Practice and Seminar Prim 3	Semester 1, Semester 2	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>EDUC90380 Mathematics, Assessment and Learning</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90381 Literacy, Assessment and Learning</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90380 Mathematics, Assessment and Learning	Semester 2	12.50	EDUC90381 Literacy, Assessment and Learning	Semester 2	12.50
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<b>Recommended Background Knowledge:</b>	None									
<b>Non Allowed Subjects:</b>	None									
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>									
<b>Contact:</b>	This subject is not offered in 2016.									
<b>Subject Overview:</b>	<p>This subject develops teacher candidates' understanding of the principles and practices which enable them to personalise learning, with the aim of tailoring experiences to meet school students' learning, needs, interests and talents. Further, the subject consolidates teacher candidates' capacity to engage and support all learners across all disciplines, to involve them in their own learning and assessment, and to move them towards increased independence, maturity and respect for others.</p> <p>Topics include: the policy and research which identifies principles and practices for personalising learning; the various innovation and intervention strategies for personalising learning across the disciplines, including the use of new technologies; the inclusive teaching and assessment strategies that encourage students' active contribution to their own learning; and the organisation of the classroom and school to engage all learners and to maximise their full potential. There will be a particular emphasis on those school students who are gifted and those who experience learning difficulties.</p>									
<b>Learning Outcomes:</b>	<p>On completion of this subject teacher candidates will be able to</p> <ul style="list-style-type: none"> <li># Discuss relevant policy and research related to personalising learning;</li> <li># Undertake a cycle of action that accompanies innovative or targeted teaching;</li> <li># Implement a range of data collection tools and techniques to identify the learning, needs, interests and talents of the students in their classroom;</li> </ul>									

	<ul style="list-style-type: none"> <li># Use a range of strategies they can use across the disciplines to support the learning of all students, including gifted students and students with learning difficulties; and</li> <li># Apply their understanding of personalised learning through the design of a classroom innovation and intervention and the organisational structures that support this.</li> </ul>
<b>Assessment:</b>	There are 2 assessment tasks: A report (1,500 words) due mid semester (35 per cent) A report (2,500 words) due end of semester (65 per cent) There is 1 hurdle requirement: 20 days of demonstrated professional practice This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Professional practice placements require 100% attendance.
<b>Prescribed Texts:</b>	Collection of readings.
<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 this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.</li> <li># Be flexible and able to adapt to change through knowing how to learn;</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Be independent of mind, responsible, resilient, self-regulating;</li> <li># Have a conscious personal and social values base.</li> </ul>