

EDUC90405 Learners, Teachers and Pedagogy (Sec)

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours								
Prerequisites:	Admission to the Master of Teaching (Secondary)								
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90404 Professional Practice & Seminar Sec 1</td> <td>Semester 1, Semester 2</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90404 Professional Practice & Seminar Sec 1	Semester 1, Semester 2	18.75
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EDUC90404 Professional Practice & Seminar Sec 1	Semester 1, Semester 2	18.75							
Recommended Background Knowledge:	None								
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 Lisa McKay-Brown								
Contact:	lisamb@unimelb.edu.au (mailto:lisamb@unimelb.edu.au)								
Subject Overview:	<p>This subject will provide the general conceptual framework for understanding learning, teaching and curriculum. It will examine how learning can be enhanced from a range of evidence-based, theoretical and socio-cultural perspectives. Developmental trends in how knowledge is acquired, how learning occurs and the processes that facilitate it will be identified and evaluated. These include cognitive transformation, self-regulation, motivation and knowledge storage and retrieval and include physical, social, emotional, cultural and cognitive aspects.</p> <p>Pedagogical approaches and conceptualisations of curriculum for fostering the enhancement of knowledge and effective learning will be developed within an integrated framework. The development of a repertoire of approaches across pedagogy, curriculum and assessment will be stressed. The strategic role of the teacher in optimising student learning, developing a culture of learning and building relationships will be investigated. This will include strategies and approaches for accessing, 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.</p> <p>There will be strong emphasis on links with schools and critical reflection as a paradigm for teacher self-evaluation and professional learning.</p>								
Learning Outcomes:	<p>On completion of this subject students will be able to:</p> <ul style="list-style-type: none"> # Articulate how learning occurs and the key roles of processes such as cognition, meta-cognition, motivation, self-regulation and social influences on knowledge enhancement, learning and self-efficacy. 								

	<ul style="list-style-type: none"> # Describe developmental trends in knowledge and skill acquisition from a range of relevant perspectives; # Explicate links between teaching, learning, curriculum and pedagogy in the secondary school context; # Describe key characteristics of learning environments that engage students emotionally, socially, physically, culturally and cognitively; # Describe key characteristics of curriculum and pedagogy that are developmentally and that are contextually relevant and build on diverse backgrounds and experiences of students; # Evaluate and critique teaching practice and curriculum implementation through the lens of theoretically informed, evidence based research; # Reflect critically on their own learning and teaching and identify implications for their own professional growth. <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers). In particular, the subject will contribute to students attaining the following standards:</p> <p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</p> <p>3.2 Plan, structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.5 Use effective classroom communication</p> <p>4.1 Support student participation</p> <p>5.2 Provide feedback to students on their learning</p> <p>6.2 Engage in professional learning and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.1 Meet professional ethics and responsibilities</p>
Assessment:	Using theory to understand practice (Essay): 1250 words, due week 6, 30% Planning with theory (Essay): 1250 words, due week 10, 30% Clinical Praxis Exam (Presentation) During Examination period at the end of semester, 40% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Woolfolk, A & Margetts, K (2016) Educational Psychology (4th ed.), Pearson Education.
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, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice; # Make recommendations for improving the quality and characteristics of student learning including stimulating and sustaining motivation and self-regulation; # Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding; # Participate actively and positively in a learning community; # Evaluate and use constructive criticism of their work and the work of colleagues.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)