

EDUC90443 Learning Area History 1

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:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
Corequisites:	None
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>
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Subject Overview:	<p>This subject introduces teacher candidates to methods of teaching history. It aims to produce highly skilled history teachers by drawing on leading international research. The subject places emphasis on planning for learning. Teacher candidates develop their pedagogical content knowledge by examining a range of strategies for teaching the substantive and procedural dimensions of history. The use of primary sources to explore the past is the signature pedagogy of history. Teacher candidates learn to use primary sources in the classroom. This requires the application of literacy strategies for reading documents. It also involves the use of numeracy strategies. For example, teacher candidates need to use evidence such as tables, charts and graphs to explain change over time. Teacher candidates reflect on the relationship between policy and practice. The subject examines the Australian Curriculum/AusVELS and VCE Study Designs. Teacher candidates consider ways to tailor the curriculum to meet the learning needs of individual students. They consider the knowledge, skills and values that they seek to foster in their classrooms. They reflect on the contested nature and purpose of history and engage with public debate. Key topics include: lesson planning, teaching strategies, resources and assessment. These areas are viewed through the lens of discipline-based pedagogy.</p> <p>In addition to history, this subject explores approaches to VCE Global Politics.</p>
Learning Outcomes:	<p>On the completion of this subject, students will</p> <ul style="list-style-type: none"> # Be highly skilled history teachers who demonstrate the professional capabilities to meet the individual needs of learners using interventionist practice; # Demonstrate an understanding of ways in which theory and research inform practice; # Demonstrate strong historical and pedagogical content knowledge;

	<p># Utilise diverse pedagogical strategies to provide rich and creative learning environments that empower learners.</p> <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>2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area;</p> <p>2.2 Organise content into an effective learning and teaching sequence;</p> <p>2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans;</p> <p>3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies;</p> <p>3.3 Use a range of teaching strategies;</p>
Assessment:	There are 3 assessment tasks: Lesson Plan (1200 words), due mid-semester, 30% Team Teaching Presentation (30 minutes), as scheduled, 20% Unit of Work (2000 words), due end of semester, 50% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	VCAA, History VCE Study Design. 2004.Collected Readings
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, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <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; # Plan and teach in teams with skills in cooperation, communication and negotiation.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>