

EDUC90444 Learning Area History 2

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90443 Learning Area History 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90443 Learning Area History 1	February	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90443 Learning Area History 1	February	12.50					
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>						
Coordinator:	Mr John Whitehouse						
Contact:	j.whitehouse@unimelb.edu.au (mailto:j.whitehouse@unimelb.edu.au)						
Subject Overview:	<p>This subject offers an advanced exploration of methods of teaching history in secondary schools. It takes as its focus the use of research to strengthen practice. The subject begins with a comparative exploration of leading models of historical thinking from around the globe. This includes the research of Peter Sexias at the Centre for Historical Consciousness (University of British Columbia), Jannet van Drie and Carla van Boxtel (University of Amsterdam), and the standards produced by the National Center for History in the Schools (University of California, Los Angeles).</p> <p>Discussion of historical thinking provides a springboard for the exploration of key topics in history education research: historiography in the classroom, the role of historical narrative, historical empathy, approaches to Indigenous histories, students' perceptions of Australian history, and ICT in the history classroom. The subject also examines the relationship between historical comprehension, literacy and numeracy. Each topic is explored in a way that encourages teacher candidates to deepen their pedagogical content knowledge by drawing on research to enhance their practice.</p> <p>In addition to history, this subject explores approaches to VCE Classical Studies.</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>This subject will contribute to teacher candidates attaining the following National Professional Standards for graduate teachers:</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: Resource Pack Team Presentation (30 minutes), as scheduled, 20% Literature Review (1,600 words), due mid-semester, 40% Analysis of Practice (1,600 words), due end of semester, 40% This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.
Prescribed Texts:	VCAA, History VCE Study Design. 2004. (Available on-line from the VCAA)
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>