

# EDUC90447 Learning Area Humanities (Additional) 1

<b>Credit Points:</b>	12.5														
<b>Level:</b>	9 (Graduate/Postgraduate)														
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.														
<b>Time Commitment:</b>	Contact Hours: 36 Total Time Commitment: 170 hours														
<b>Prerequisites:</b>	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's <b>Specialist Area Guidelines</b> ( <a href="http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx">http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx</a> ) , for entry into this subject.														
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90445 Learning Area Humanities 1</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90439 Learning Area Geography 1</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>EDUC90443 Learning Area History 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90445 Learning Area Humanities 1	February	12.50	EDUC90439 Learning Area Geography 1	February	12.50	EDUC90443 Learning Area History 1	February	12.50
Subject	Study Period Commencement:	Credit Points:													
EDUC90445 Learning Area Humanities 1	February	12.50													
EDUC90439 Learning Area Geography 1	February	12.50													
EDUC90443 Learning Area History 1	February	12.50													
<b>Corequisites:</b>	None														
<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>Coordinator:</b>	Mr Timothy Bush														
<b>Contact:</b>	<a href="mailto:timothy.bush@unimelb.edu.au">timothy.bush@unimelb.edu.au</a> ( <a href="mailto:timothy.bush@unimelb.edu.au">mailto:timothy.bush@unimelb.edu.au</a> )														
<b>Subject Overview:</b>	Humanities Additional extends professional perspectives exploring policy and research both in and beyond classroom practice. This subject has an emphasis on learning, teaching, and curriculum issues and their contextual influences in Humanities. Practice in the humanities classroom which highlights critical reflection, inquiry and personalised learning, will be explored.														
<b>Learning Outcomes:</b>	On completion of this subject teacher candidates will be able: <ul style="list-style-type: none"> <li># To design learning which explores the capacity of Humanities to address cultural diversity, individual differences and nurture active citizenship in all students and mandated curriculum frameworks.</li> <li># To understand the concepts and skills embedded within the disciplines in Humanities</li> <li># To foster understanding of key educational documents and issues relating to Humanities and its place in the school curriculum</li> </ul>														

	<ul style="list-style-type: none"> <li># To provide students with opportunities to explore the wider issues concerning the teaching of Humanities at secondary level.</li> <li># Critique recent developments in Humanities education and their impact upon curriculum development and teaching approaches.</li> <li># To use a range of strategies to teach literacy and numeracy through Humanities</li> </ul> <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.      2.2 Organise content into an effective learning and teaching sequence.      3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.      3.3 Include a range of teaching strategies</p>
<b>Assessment:</b>	There are 3 assessment tasks: Micro teaching (800 words equivalent) due as individually scheduled in workshops (20%) Design of a Classroom resource for student centred learning (1200 words) due mid semester (30%) Negotiated Study (2000 words) due end of semester (50%total commitment. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
<b>Prescribed Texts:</b>	Gilbert, R. & Hoepper, B. (2013) Teaching Humanities and Social Sciences - History, Geography, Economics and Citizenship in the Australian Curriculum, 5th edition (Cengage Learning: Melbourne)
<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 highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice.</li> <li># Understand the significance of developing their practice on the basis of research evidence;</li> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Demonstrate sound discipline knowledge and pedagogical content knowledge.</li> <li># Work in teams with skills in cooperation, communication and negotiation;</li> <li># Have a conscious personal and social values base.</li> </ul>
<b>Related Course(s):</b>	Master of Teaching (Secondary) Master of Teaching (Secondary)