

EDUC90472 Learning Area Psychology 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 hours 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>EDUC90471 Learning Area Psychology 1</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90471 Learning Area Psychology 1	February	12.50
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EDUC90471 Learning Area Psychology 1	February	12.50							
Corequisites:									
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 builds on the concepts and skills introduced in EDUC90471 Learning Area Psychology 1. Drawing on research on the diversity of secondary students' learning needs and research on effective assessment, teacher candidates will explore how to personalise the learning experience of each student within this discipline area. Teacher candidates are encouraged to critically evaluate their teaching practice and examine the ways they develop student learning of psychology within the classroom. The course will encourage teacher candidates to analyse and reflect on issues that underpin psychology curricula. There will be a strong emphasis on connections with school experience and core subjects. By considering the principles and research of learning and teaching that underpin effective classrooms, links between assessment and curriculum and purposeful planning are examined and connected to evidence-based decision making. Students will be expected to broaden their pedagogical content knowledge and combine this with an emphasis on collegiality in preparation for their future teaching.</p>								
Learning Outcomes:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Critique recent developments related to the place of this learning area in Victorian, Australian and international curriculum at both senior and younger year levels. # Plan and organise purposeful lessons that focus on intervention strategies to optimize student learning and therefore cater for diverse range of learners. As such, collect evidence of student learning, a variety of teaching/learning strategies for specific purposes; select and use appropriate resources; and assess and report student learning. 								

	<ul style="list-style-type: none"> # Create purposeful formative and summative assessment strategies. # Make explicit links between theory and practice to inform their interventionist teaching practice. # Foster an interest in and positive attitude toward the understanding of human nature. # To design learning which explores the capacity of psychology to address cultural diversity, individual differences and nurture positive and healthy decision making in everyday life. # To use a range of strategies to teach literacy and numeracy with psychology classrooms. # Understand the importance of ethical considerations in teaching and learning psychology and act accordingly. # Demonstrate the knowledge, skills and abilities to use ICT to support student learning and professional practice. # Reflect critically on their own learning and teaching of psychology and identify implications for their own professional growth. # Embrace the opportunity to work as part of a team and work collaboratively with colleagues. <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> <ul style="list-style-type: none"> 1.2 Understand how students learn 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 4.1 Support student participation 4.2 Manage classroom activities 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically 5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 6.4 Apply professional learning and improve student learning 7.1 Meet professional ethics and responsibilities
Assessment:	<p>There are three assessment tasks A team teaching presentation, a 20-minute presentation by a 3-person group (equivalent 1,000 words) due as scheduled throughout the semester, 25% A reflective piece on team teaching presentation (equivalent 1,000 words) due two weeks after team teaching presentation, 25% Assessment strategy report (2000 words) due week 7, 50% Hurdle requirement: Students are required to complete four discussion board postings set over the duration of the course. The postings extend on the topics and issues discussed in tutorials and link to the school experience. They require students to personally and critically reflect on the topics in terms of teaching and learning of psychology. The hurdle task encourages a collaborative network as they provide an excellent opportunity for students to build their professional knowledge, share and critically reflect on their perspectives and teaching and learning experiences in a supportive environment. Each post will be approximately 250 words and should be completed within the set time. This subject has a minimum hurdle requirement of 80% attendance at all scheduled lectures, tutorials, seminars and workshops.</p>
Prescribed Texts:	VCAA, Psychology VCE Study Design. 2012 (available online)
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 highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice.

	<ul style="list-style-type: none"># Understand the significance of developing their practice on the basis of research evidence.# Be skilled communicators who can effectively articulate and justify their practices and connect practice to theory# Work in teams with skills in cooperation, communication and negotiation.# Have a conscious personal and social values base.
Related Course(s):	Master of Teaching (Secondary) Master of Teaching (Secondary)