

EDUC90595 Linking Curriculum and Pedagogy

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 36 Total Time Commitment: 170 hours
Prerequisites:	None
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><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> </p>
Contact:	This subject is not offered in 2016.
Subject Overview:	This subject will examine the transformation of interdisciplinary knowledge into pedagogical content knowledge, and strategies for optimizing student learning. The construction of curriculum within the context of schooling will be explored and the development of interdiscipline knowledge across the secondary years will be tracked. Mandated curriculum documents relevant to the Learning Areas, such as (for Victorian associates) VELs and the VCE Study Designs, will be introduced. The associates will develop lesson plans, micro lesson and reflection.
Learning Outcomes:	<p>On completion of this subject, associates should be able to:</p> <ul style="list-style-type: none"> # Demonstrate familiarity with key curriculum policy documents relating to relevant curriculum frameworks; # Plan and evaluate learning and teaching experiences in coherent sequences of lessons in accord with these curriculum policies; # Acknowledge and respond to student diversity and different learning styles; # Describe an exemplary classroom and best practice in learning and teaching; # Use digital technologies effectively to promote learning in their classrooms; # Articulate their personal philosophy of teaching.
Assessment:	Complete two lesson plans to be taught during the MGSE Summer Program and provide a reflection on each of the lessons taught, 1600 words equivalent. Due during the initial intensive, 40% Design a series of 4-5 lesson plans showing a teaching sequence (2400 words or equivalent). Due during summer semester, 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Fisher, D. & Frey, N. (2008), Better learning through structured teaching: A framework for the gradual release of responsibility, Association for Supervision and Curriculum Development, Alexandria, VA.
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:

On completion of the subject, associates will have the knowledge, skills and understanding to enable them to:

- # Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of change;
- # Be flexible and able to adapt to change through knowing how to learn;
- # Understand the significance of developing their practice on the basis of research evidence;
- # Work in teams with skills in cooperation, communication and negotiation;
- # Be independent of mind, reasonable, resilient, self-regulating;
- # Have a conscious personal and social values base.