

EDUC90637 Educating for Thinking as Practice

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2016.
Time Commitment:	Contact Hours: 24 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>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>
Contact:	This subject is not offered in 2016
Subject Overview:	<p>This subject examines the practice of educating for thinking. The focus will be on examining the methods involved in thinking pedagogy, lessons, curricula, classrooms and thinking schools, as well as the justifications for using these methods. The methods and strategies examined will be applicable across the disciplines and in different educational contexts. There will be first-hand experience of participating in an effective thinking class that uses the practical methods examined, as well as a chance to trial these methods in students' educational contexts. The aim is for students to gain both a theoretical understanding of the methods and strategies, as well as the practical ability to apply them. At the end of the subject, each student will develop and justify a practical method for educating thinking that is relevant for their particular educational context or interests. The topics covered may include: assessment of thinking, questioning, metacognition, thinking curriculum, thinking lessons and units, creating a thinking school, inquiry, thinking teachers and the culture or environment necessary for thinking to flourish.</p>
Learning Outcomes:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # Teach and assess thinking; # Critically review local and international literature on educating for thinking; # Identify, understand and use methods and strategies that will be effective for educating for thinking; # Have the skills, attitudes and behaviours necessary for educating for thinking and for creating a thinking classroom, curriculum or school; # Design and justify pedagogical methods, units, lessons and other actions for educating for thinking; # Apply practical approaches to educating thinking to your own educational context and interests; # Understand and critically evaluate practical methods and strategies for educating for thinking.
Assessment:	<p>Report on a reading or practical task, 1000 words, due mid-semester, 20% of final grade. Essay on self-designed question, 4,000 words, due end of semester, 80% of final grade. Class time will be devoted to this assignment and students will be required to submit their questions, an</p>

	abstract and a partial draft for feedback during the semester. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	There is no prescribed text for this subject. A reading pack will be available.
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 students should:</p> <ul style="list-style-type: none"> # Have in-depth knowledge of educational practice and theory; # Be critical and creative thinkers, with an aptitude for continued self-directed learning; # Examine critically, synthesise and evaluate knowledge across a broad range of disciplines; # Expand their analytical and cognitive skills through diverse learning experiences; # Have the capacity to participate fully in collaborative learning and to confront unfamiliar problems; # Have a set of flexible and transferable skills for different types of educational practice; # Be a thoughtful writer about educational practice and theory.
Related Course(s):	<p>Master of Education Master of Education</p>