

EDUC90638 Educating for Knowledge & Understanding

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
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>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>
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Subject Overview:	The aim of this subject is an improved understanding of educational practice and theory, leading to deeper comprehension and innovative practice. Through an examination of their practice students will develop sophisticated conceptions of how teaching and learning support knowing and understanding. We begin by thinking through, writing about and sharing our personal experience of teaching and learning situations. These teaching and learning situations will be analysed and synthesised through an exploration of educational philosophies, particularly those concerned with experience. This process will enable interpretation and evaluation of the various ways our conceptions of teaching and learning support knowing and understanding. This will result in students' increased capacity to improve teaching practice, leading to more effective learning, knowing and understanding.
Learning Outcomes:	On completion of this subject students should be able to: <ul style="list-style-type: none"> # Explore and describe their own and other's experience of teaching and learning; # Analyse understandings of practice via theory which informs their comprehension of how teaching and learning support knowing and understanding; # Interpret and evaluate the ways in which various conceptions of teaching and learning support knowing and understanding via a synthesis of practice and theory; # Design improved and innovative versions of educational practice leading to more effective learning, knowing and understanding.
Assessment:	A written account of personal experience of teaching and learning, 2,000 words, due mid semester, 40% of final grade. A paper that synthesises the written account of the personal experience of teaching and learning with a theoretical analysis that conceptualises and evaluates the way teaching and learning support knowing and understanding, 3,000 words, due

	end of semester, 60% of final grade. 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 course. A reading list will be provided.
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>
Related Majors/Minors/ Specialisations:	<p>Education Education and Social Change Tailored Specialisation Tailored Specialisation</p>