

EDUC90712 Engaging Middle Yr Learners Through ICT

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	This subject is not offered in 2016.									
Time Commitment:	Contact Hours: 36 contact hours Total Time Commitment: 170 hours									
Prerequisites:	<p>Admission to the Master of Teaching (Secondary) or Master of Teaching (Primary)</p> <p>Students must have already obtained a pass in EDUC90366 ICT in Primary Education or EDUC90410 ICT in Secondary Education. Students may be concurrently enrolled in EDUC90410 ICT in Secondary Education.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90366 ICT in Primary Education</td> <td>March</td> <td>6.25</td> </tr> <tr> <td>EDUC90410 ICT in Secondary Education</td> <td>Semester 2</td> <td>6.25</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90366 ICT in Primary Education	March	6.25	EDUC90410 ICT in Secondary Education	Semester 2	6.25
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EDUC90366 ICT in Primary Education	March	6.25								
EDUC90410 ICT in Secondary Education	Semester 2	6.25								
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>Teacher candidates will work in teams to develop team-based cross curriculum responses to engage Middle Years learners. Teacher candidates will design and analyse the requirements to implement innovative projects that utilise a range of technologies to engage diverse learners.</p> <p>Through this active learning approach it is anticipated that Teacher Candidates will develop the knowledge and skills necessary to select and use technologies and pedagogies to support learning in the Middle Years.</p>									
Learning Outcomes:	<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"> # Contribute to the design of cross curriculum projects for the middle years that engage students with a range of learning styles; # Clearly define requirements for undertaking such project work, including technologies, resources, teacher content knowledge, teacher pedagogical knowledge and teacher technical knowledge; # Purposefully use a range of technologies to support student learning; # Critically appraise and select technologies for use in the classroom to support students' learning. <p>The goals of this subject align specifically with AITSL Standards for Graduate Teachers, in particular:</p>									

	<p>2.6: Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p> <p>3.4: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p> <p>4.1: Identify strategies to support inclusive student participation and engagement in classroom activities.</p> <p>4.5: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.</p>
Assessment:	There are 3 assessment tasks: Cross curriculum project plan (Team task) 1200 words equivalent, due mid semester, 30% Personal critical reflective analysis of project (Individual Task) 2000 words, due end of semester, 50% Sample ICT tasks and 9 weekly reading posts (Individual task) 800 words equivalent, due throughout the semester, 20% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	None.
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:</p> <ul style="list-style-type: none"> # Be skilled communicators who can effectively articulate and justify their practices; # Be able to work in teams with skills in cooperation, communication and negotiation; # Be independent of mind, responsible, resilient, self-regulating; # Be able to work collaboratively with others to solve problems.
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>