

EDUC90830 The Student as Learner

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Term 3, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Clinical Teaching or Professional Certificate in Teaching (Clinical)
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>
Coordinator:	Prof Lorraine Graham
Contact:	lorraine.graham@unimelb.edu.au (mailto:lorraine.graham@unimelb.edu.au)
Subject Overview:	This subject will explore the student as learner and provide a conceptual framework for understanding learning that is compatible with Clinical Teaching. Developmental trends in knowledge acquisition and the processes that facilitate learning will be identified and evaluated. The growth of expertise, trajectories from novice to expert, and how teachers can foster the complexity associated with deep understanding will be examined and applied in classroom settings.
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Describe developmental trends in knowledge acquisition # Articulate how learning occurs and the role of learning processes # Describe key characteristics of learning environments that engage students # Reflect critically on learning and teaching and identify implications for the trajectory from novice to expert # Evaluate teaching practice from relevant evidence-based perspectives
Assessment:	Contribute three structured posts of 500 words, reflecting on individual student learning, classroom learning and/or learning in other educational contexts (1500 words in total) from week three of subject 30% Produce a research, action and reflection project of 3,500 words end of subject 70%
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, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"># Improve the motivation and learning of those they work with# Design and implement learning experiences that create a balance between the acquisition of essential knowledge and skills, and the search for meaning and understanding# Participate actively and positively in a learning community# Evaluate and use constructive criticism of their work and the work of colleagues# Report clearly and accurately on a work-related situation
Links to further information:	http://education.unimelb.edu.au/about_us/clinical_teaching
Related Course(s):	Master of Clinical Teaching