



Significant Unit Amendment(s)

[Refer to definition of Significant Unit Amendment](#)

Unit Code:	EDF2004	Current Title	Issues in Classroom Environments
Unit Coordinator:	Scott Webster	Ext:	50727
Is this a core or elective unit?: <i>place X in the box</i>		<input checked="" type="checkbox"/> Core	<input type="checkbox"/> Elective
DATE TO TAKE EFFECT FROM <i>place X in the appropriate boxes below:</i>			
<input type="checkbox"/> Sem 2 2009	<input checked="" type="checkbox"/> Sem 1 2010	<input type="checkbox"/> Other <i><specify hereS></i>	
CHANGES TO: <i>place X in the appropriate boxes below:</i>			
<input type="checkbox"/>	LOCATION AND MODE OFFERED	<input checked="" type="checkbox"/> Clayton	<input checked="" type="checkbox"/> On Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Shore <i>Where <specify here ></i> <input type="checkbox"/> Cohort <i><specify here ></i>
<input type="checkbox"/>		<input type="checkbox"/> Peninsula	<input type="checkbox"/> On Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Shore <i>Where <specify here ></i> <input type="checkbox"/> Cohort <i><specify here ></i>
<input type="checkbox"/>		<input type="checkbox"/> Gippsland	<input type="checkbox"/> On Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Shore <i>Where <specify here ></i> <input type="checkbox"/> Cohort <i><specify here ></i>
<input type="checkbox"/>		<input type="checkbox"/> Other	<input type="checkbox"/> On Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Campus <i>Where <specify here ></i> <input type="checkbox"/> Off Shore <i>Where <specify here ></i> <input type="checkbox"/> Cohort <i><specify here ></i>
<input checked="" type="checkbox"/> Sem 1 to Sem 2		<input type="checkbox"/> Sem 2 to Sem1	<input type="checkbox"/> Other <i><specify here ></i>
<input checked="" type="checkbox"/>	TITLE OR CODE	<input type="checkbox"/>	CROSS FACULTY INVOLEMENT
<input type="checkbox"/>	CREDIT POINTS OR YEAR LEVEL	<input type="checkbox"/>	PREREQUISITES
<input checked="" type="checkbox"/>	SYNOPSIS	<input type="checkbox"/>	COREQUISITES
<input checked="" type="checkbox"/>	OBJECTIVES	<input type="checkbox"/>	PROHIBITIONS
<input checked="" type="checkbox"/>	ASSESSMENT TASKS	<input type="checkbox"/>	FIELD OF STUDY (DEST)
<input type="checkbox"/>	CONTACT HOURS	<input type="checkbox"/>	OTHER <i><specify here ></i>

RATIONALE *Insert specific explanation for each change here*

Amendment to title, synopsis and objectives:

EDF2004 is a core unit for a Bachelor of Education degree - not just a qualification for teaching in Victorian schools. Students undertaking a degree major in education ought to be able to have an understanding of curriculum theory in order to be then able to engage with issues. In discussions with the Director of Secondary there is a need in our program to address this area of curriculum theory specifically. This unit therefore provides an introduction to education through an understanding of curriculum theory. Such changes in the unit guide will more accurately reflect the manner in which this unit is already taught in an effort to address this need. The curriculum is understood to be inclusive of pedagogy and so these have not been segregated from each other as they currently are in the existing version of the synopsis. The limited focus of 'classrooms' is to be replaced by 'curriculum' which is more readily demonstratable to necessarily involve philosophical and political dimensions. The first of the new objectives is an exact copy of the last objective as currently listed which indicates the importance of this particular aspect.

Assessment:

Rather than written assignments which make up the bulk of the assessment tasks of our current program, the previous requirement of 2 written assignments of 50% each is being replaced by a minor assessment task(s) and final assignment. The minor assessment task offers possibility for a negotiated task as per a community-based curriculum. From past experiences it is envisaged that this minor assessment might be split between a reading log and an exam. Also 5 days of fieldwork is to be included as I believe that this has been unintentionally overlooked in the current version.

RESOURCE IMPLICATIONS

<input type="checkbox"/>	COSTS	Have you obtained a costing model from the Faculty Manger?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, why not? <i>(insert text here):</i> Not applicable
<input type="checkbox"/>	LIBRARY	Have you obtained and attached a LIBRARY IMPACT STATEMENT <i>(link to LIS on next page)</i> to this document?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, why not? <i>(insert text here):</i> Not applicable
<input type="checkbox"/>	IT	Has the IT Manager been consulted and informed?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, why not? <i>(insert text here):</i> Not applicable
<input type="checkbox"/>	INFRASTRUCTURE AND STAFFING	<i>(insert text here if changes impact on staffing, equipment, rooms, IT and support):</i> No extra changes required	
<input type="checkbox"/>	IMPACT ON OTHER CAMPUSES, UNITS OR COURSES	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If YES, list the names and contact details of people consulted):</i>	

PASTE HANDBOOK ENTRY HERE

~~Issues in classroom environments~~

Curriculum Inquiry

Synopsis

This unit focuses on pedagogy in classrooms issues related to educational curricula. Students will use case studies to investigate contemporary issues in classrooms from multiple perspectives gained through studying a range of theoretical literature which they will be able to use to critically navigate through various contemporary issues regarding the curriculum. and theirThe implications for the curriculum will concurrently involve pedagogy for in relation to educative experiences pedagogy and curriculum. Unit learning and assessment tasks will require students to draw on the knowledge and understanding they have already developed about teaching and learning and extend these with a more theoretical understanding of education. Not all teaching and learning are educative and so students will learn the nature of criteria which can be drawn upon to make this distinction. This unit will incorporate a 5 day professional experience placement in a secondary school setting where students will usually work in 'buddy' pairs with another student.

Objectives

In the process of studying this unit students are expected to:

1. understand the philosophical, political, cultural, intellectual and creative dimensions of educators' work .
2. relate theories of education regarding teaching and learningthe curriculum to critically engage with issues of classroom education practices;
3. examine a range of issues and dilemmas for teachers educators in contemporary classroomscontexts;
4. explore teaching educative approaches to designing curricula and strategies that engage a diverse range of learners and in order to create create positive and productive classroom environmentsexperiences which are specifically educative;
5. develop an awareness of the operation of schools and the culture of classrooms including the various dimensions, dynamics and perspectives within and beyond classrooms in different contexts which affect the curriculum and professionalism of educators;
6. be aware of the complexities of classroom environmentspolitical interests and how these relate to the identity of educators as professionals and their relationship to 'group' and individual 'identities'; and

Fieldwork

There is to be five (5) days of professional fieldwork associated with completing this unit.

Assessment

~~Two written assignments of 2,000 words (total 4,000 words), each worth 50%.~~

Minor assessment task 40% (1600 word equivalent), written assignment 60% (2400 words).

7. understand the philosophical, political, cultural, intellectual and creative dimensions of teachers' work .

INSTRUCTIONS FOR HANDBOOK ENTRY

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handbook entry here

Link to [Library Impact Statement](#)

Unit Leader to email form and edited handbook entry to Coordinator Education Services. [Click here for contact details](#)

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Associate Dean (Teaching) endorsement for inclusion on Education Committee agenda		
Signature		
Faculty Manager		
Signature		
Dean		
Signature		
Endorsed at Education Committee Meeting No		Approved at Faculty Board No