Subjects for study abroad/ exchange students

These subjects are normally undertaken by students who are studying for one or two semesters at the University of Melbourne as part of a study abroad or exchange program.

In addition to the subjects below, it may be possible to enrol in single semester subjects offered by the Faculty of Education. Where pre-requisites or co-requisites apply, agreement must be sought from the lecturer of that subject.

Subject descriptions

460-150 School Experience: International

Credit points: 12.5

Coordinator: Christine Ure

Prerequisites: For intending teachers only. Students must be enrolled in a degree that includes Education subjects.

Contact: One 1-hour lecture for five weeks, a series of observational visits to learning organisations and 15 days (usually a 3 week block) in a primary or secondary school designated by the faculty *(Semester 1, repeat 2).*

Description: This subject has been designed for students who wish to experience and gain an understanding of teaching and learning in a different educational context. The subject enables international students to develop their understanding of a Victorian school and curriculum by undertaking supervised teaching practice in a school or educational setting. An induction program of up to five days is offered before the practice. This program involves observation visits to an early childhood centre and local primary and secondary schools; and collaborative group work covering school and classroom culture, Victorian curriculum, learning contexts and preparation for the teaching practice.

Assessment: Fifteen days of satisfactory supervised school experience.

460-214 Current Issues in Education

Credit points: 12.5

Coordinator: Christine Ure

Contact: A 2-hour class each week other than during school experience, or equivalent *(Semester 1, repeat 2).*

Description: Students undertake a study of some major current issue or issues in education, the theoretical framework in which they are conducted, and their implications for schools. After identifying the issues they wish to investigate, students will negotiate a study program of classes, reading, investigative work, and/or attendance at professional development activities to develop their knowledge and understanding of the area. Students may work individually or in groups.

Assessment: Assignments totalling 4000 words, or equivalent.

472-106 Indigenous Culture and Learning

Credit points: 12.5

Coordinator: Phil Egan

Contact: A total of 36 hours with a series of field trips *(Semester 1, repeat 2).*

Description: This subject will provide an overview of Indigenous youth cultures and a critical assessment of the fit between Indigenous learning approaches and needs of Indigenous students in contemporary education programs. The subject will develop an understanding of Australia's Indigenous societies, their histories, cultures and sport through interaction with Indigenous communities and visiting significant Indigenous sites (bush tucker and bush medicine). Exploration of Indigenous education will involve visits to schools and community centres including sports venues.

Note: Participants in some field trips may be charged an additional fee to cover fieldwork trip costs.

Assessment: Assignments and essays totalling 4000 words..

Prescribed texts: S Morgan, *My Place,* Fremantle Arts Centre Press, 1987. • B Pryor, *Maybe Tomorrow,* Penguin Books, 1998. • H Reynolds, *Why Weren't We Told?,* Penguin Books, 1999. • J Stratton, 'Australia - This Sporting Life', in G Lawrence & D Lowe (eds), *Power Play: Essays in the Sociology of Australian Sport,* Hale & Iremonger, 1986. • P Daffey, 'Pride of the Yorta Yorta', in Paul Daffey, *Local Rites: A Year in Grass Roots Football in Victoria and Beyond,* Black Duck, 2002. • C Tatz, *Aborigines in Sport,* Australian Society for Sports History, 1987.

485-137 Education in Natural Landscapes

Credit points: 12.5

Coordinator: John Quay

Prerequisites: Nil.

Contact: 8 x 1 hour lectures, 1 x 1 day fieldtrip, 2 day or 3 day or both fieldtrips. Students must complete a minimum of 2 fieldtrips *(Semester 1, repeat 2).*

Description: This subject engages students with two questions: "What is learning?" and "What is nature?" Learning is often understood as the process whereby a student acquires knowledge. Nature is commonly considered as that which is not artificial or cultural. Working within a philosophical framework of human experience grounded in the work of American philosopher John Dewey and German philosopher Martin Heidegger, this subjct explores the interactions between: (1) student and knowledge, and (2) nature and culture, enabling each to be theorised, shifting the emphasis from a dualistic understanding to a more subtle entanglement between our purposes and the places we dwell within.

This philosophical framework is brought to life in a practical sense through a series of fieldtrips. These fieldtrips have been designed to enable students to undertake particular practices in specific places, providing valuable experiences which can be analysed through the work of Dewey and Heidegger. The practices of ecologist, farmer and bushwalker are separately emphasized during the three diverse fieldtrips offered. The fieldtrips and lectures therefore constitute a coherent whole that is intended to facilitate the development of understanding of the entanglement between our purposes and the places we dwell within.

Note: Participants may be charged an additional fee to cover some fieldwork trip costs.

Assessment: 2 x 1500 word assignments and 2 x 500 word preparatory papers.

Prescribed texts: Students must purchase the prescribed subject reader.

Wrathall, M. (2005), *How to read Heidegger,* London, UK: Granta Books.

485-146 Sport Coaching: Theory and Practice

Credit points: 12.5

Coordinator: Melanie Nash

Contact: 36 hours (16 hours of lectures, 14 hours of coaching and movement labs, 6 hours of local field trips *(Semester 1, repeat 2).*

Description: This subject integrates theoretical and practical knowledge in the study of sport coaching with a focus on team games and junior sport. Through reading, active participation in lectures, movement laboratories and practical experiences of coaching young players, students will examine the structure of sports organisation in Australia, current issues in junior sport, and the ways in which recent theoretical developments in sport coaching in Australia address these issues. Students will be exposed to these recent developments through the undertaking of a level 1 nationally-accredited coaching course in a major team sport and the practical experience of planning, training, organising, managing and coaching junior sport clinics in local club or school contexts. Students will examine learning theory as applied to coaching, and examine a range of coaching approaches and instructional styles with an emphasis on player-centred approaches that provide for the development of decision-making ability, tactical understanding and flexible skill execution. Students will also visit schools, junior clubs and elite-level sport institutions. Students will also be offered the option of taking part in a field trip to the Australian Institute of Sport (AIS) in Canberra.

Assessment: 1. a hurdle requirement of passing a level 1 coaching course; 2. a 1500-word written evaluation of a coaching episode (40%); 3. a 2500-word final essay (60%).

Prescribed texts: Readings will be supplied.

485-147 Sport & Education in Australian Society

Credit points: 12.5

Prerequisites: Nil.

Contact: A total of 36 hours, (16 hours of lectures plus one 2-day field trip and two 1-day field trips) *(Semester 1, repeat 2).*

Description: Focused on community and school-based sport and physical education, this subject examines the place and significance of sport in Australia as a form of social education. It will highlight and examine major contemporary issues arising from growing tensions between sport's traditional role as a form of moral education and the emergence of sport as a commercial commodity. It will address issues such as the elite sport versus sport for all, health issues connected to participation rates, violence and gender issues as well as community identity with sport. In addition to lectures and workshops the experience of attending sporting institutions and major, culturally significant events on the Australian sporting calendar will form a core element of the subject and of the assessment.

Note: Participants in some field trips may be charged an additional fee to cover fieldwork trip costs.

Assessment: A 2000-word media analysis and a 2000-word reflection on a field trip supported by information from lectures and readings.