



Course Outline

EDBED2003 SCHOOLS AND COMMUNITIES

Title: SCHOOLS AND COMMUNITIES

Code: EDBED2003

Formerly: TJ626

School / Division: School of Education

Level: Introductory

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TJ626) (TJ624)

Progress Units: 15

ASCED Code: 070103

Objectives:

In conjunction with the EEBED2101 Practicum: Primary Classroom course, and in partnership with schools and school students during the professional experience program, this unit is designed to enable students to understand the relationship between communities and education. The unit is directed particularly at pre-service teachers but is appropriate also for students of sociology and/or cultural studies. Students will be expected to:

- critically reflect on the contested notions of 'community' and 'education';
- develop understanding of the varying interpretations of 'community' and the different meanings of education and training, particular formal schooling, within different sorts of communities.
- understand that the perceived relevance of schooling may be different in different communities and be able to draw on a range of theoretical perspectives to explain such difference;
- develop a critical appreciation of ways in which linkages between learning in the classroom and learning in the broader community can be made
- develop a sense of possible relationships between community-building, social and cultural identity, and the role of social and cultural institutions like schools;
- explore innovative and future-orientated models of teaching and learning that can engage the full range community members, and which may promote the active involvement of communities in services such as education;
- develop life-wide and collaborative approaches to teaching and learning .

After successfully completing this course, students should be able to:

Content:

This course provides opportunities for students of education, sociology and/or cultural studies



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to work and learn in teams within education contexts. The course comprises

Topics may include:

- self-directed development, coordination and implementation of a community-based project carried out by young people in either a school or community setting and led by UB students; the development of learning tasks that are authentic, have intellectual quality and depth, cater for diversity, and that could be appropriate for a range of settings;
- the development of a critical understanding of contemporary approaches to the engagement of young people in wider society, and of effective teaching and learning in a range of institutional contexts
- an understanding of the rationale for community-oriented and community-led development, and of teaching and learning approaches that enable community development
- the development of effective communication, inquiry, analysis, planning and project management skills.

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Development and presentation of project plan to tutorial group on learning project	Presentation of project plan, format by negotiation	20–40%
Development and implementation of the learning project, to be carried out in a school or community context.	Exhibition of project and evidence of project development process.	30–60%
Field experience participation	Group portfolio and site reports	20%

Adopted Reference Style:

APA

Library Website:

http://ww.ballarat.edu.au/aasp/student/learning_support/generalguide/