



Course Outline

EDBPE3118 SOCIAL EDUCATION AND HUMANITIES CURRICULUM II

Title:	SOCIAL EDUCATION AND HUMANITIES CURRICULUM II
Code:	EDBPE3118
Formerly:	TD777
School / Division:	School of Education
Level:	Advanced
Pre-requisites:	(EDBPE3109 or TD776)
Co-requisites:	Nil
Exclusions:	(TD777)
Progress Units:	10
ASCED Code:	070301

Objectives:

- To facilitate the justification for inclusion of important themes and issues in school social and environmental education programs and to demonstrate instructional and learning techniques and course planning approaches to chosen themes or issues significant to secondary social education and humanities in the twenty-first century.
- To enable each student to plan a social education/humanities course of study around a theme or topic appropriate for inclusion in a school program. This sequence of learning activities may be taught during the professional teaching practice associated with the course. Students will be encouraged to integrate the use of learning technologies in this course.
- To provide the opportunity for students to co-operate with those in other curriculum fields in developing integrated curriculum courses and programs within the context of a whole school curriculum.
- To provide the opportunity for students to develop a deeper understanding of relevant VCE units: Geography, History, Economics, Politics and others. Students will be encouraged to analyse the relevant Study Designs and to consider teaching and evaluation strategies.
- To provide the opportunity for students to develop significant teaching and learning resources.

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

Content:

Topics may include:

- A review of important themes and their curriculum implications that reflect the needs of students and society now and for the future. Such themes could include, for example, consumer education, future studies, multiculturalism, mass media education, peace and



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social justice studies, environmental issues, the world of work and leisure studies, historical themes and heritage studies, global studies and political literacy

- A consideration of and involvement in methods of planning concept based, inquiry centred curriculum or issue centred teaching courses for social education classes at secondary school levels within the context of developing learning technologies
- An analysis of strategies for sustaining and maintaining the professional development of social education and humanities educators so that the beginning teacher may approach his or her career with confidence and commitment.
- Detailed exploration of VCE Study Designs and planning for teaching and learning in the VCE units. This will be facilitated by guest speakers and school based research
- Critical analysis of learning technologies and their role in teaching and learning in social education and humanities

Learning Tasks & Assessment:

Methodology
Lectures and tutorials
Workshops and seminars
Fieldtrips
Guest speakers
School visits

Learning Task	Assessment	Weighting
Reflection on and consolidation of tutorial based learning	Participation in workshop activities	5-10%
Demonstration of planning skills and relevant content knowledge with reference to VELs and VCE expectations.	Class presentation relating to a curriculum issue or theme with written report	30-50%
Creative design of a course of study and collection of resource materials	A course of Study to be compiled as part of resource folder to support VELs and/or VCE teaching	30-50%

Adopted Reference Style:

APA

Library Website:

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