



# Course Outline

## EDGDS6144 HEALTH EDUCATION CURRICULUM 2

**Title:** HEALTH EDUCATION CURRICULUM 2

**Code:** EDGDS6144

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** (EDGDS6019) (TD780)

**Co-requisites:** Nil

**Exclusions:** (TD782) (EDGDS6120)

**Progress Units:** 15

**ASCED Code:** 070301

### Objectives:

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

#### Knowledge:

- Develop a sound knowledge of VCE Health and Human Development areas of study and available resources;
- Interpret the VCE Health & Human Development study design and associated curriculum material;
- Interpret the assessment criteria for VCE outcomes and to develop assessment tasks related to outcomes.

#### Skills:

- Design and develop a teaching sequence using the VCE Study Design;
- Articulate their own practical theory of Health Education in the school setting;
- Critically evaluate and review personal teaching strategies and skills;
- Develop competencies in using technology for learning;
- Develop competencies in sharing pedagogical approaches and materials with their colleagues;
- Access, evaluate and create teaching materials using resources available on the world wide web.

#### Values:

- Appreciate the role and value of on-going professional development to the educator;
- Appreciate the complexities in regard to policies and procedures for teaching at VCE level;
- Appreciate the importance of sequential Health Education planning in schools.

### Content:



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Topics may include:

- an examination of the rationale for and process of reviewing and updating VCE courses of study
- an examination of the VCE Health and Human Development study design and of how to implement it in the classroom;
- application and development of sequential planning for Health Education;
- an examination of available resources for teaching VCE courses of study;
- developing VCE assessment tasks that are compatible with VCAA assessment requirements;
- exploration of a variety of computer generated teaching and learning tools and how they can be used to foster learning in the VCE classroom.

### Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
PSTs design a VCE Health and Human Development assessment task according to study design requirements	Design of an original VCE assessment task including criteria for assessment	20-30%
PSTs design a VCE learning activity that utilises computer technology and present it to their peers	Design of a learning activity for VCE that utilises computer generated teaching and learning tools, programs or resources and peer presentation	20-30%
PSTs design a series of VCE Health and Human Development learning and teaching materials based on the VCE Study Design	Development of sequential learning and teaching materials for VCE	45-60%

### Adopted Reference Style:

APA

### Library Website:

[http://www.ballarat.edu.au/aasp/student/learning\\_support/generalguide/](http://www.ballarat.edu.au/aasp/student/learning_support/generalguide/)

### Handbook Summary:

This course includes methods of analysis and evaluation of teaching performance and understandings of planning for health education especially in VELs, and VCE Study Designs. Students will critically analyse the VELs Health and Physical Education and VCE Health Education curriculum documentation, design and develop a teaching sequence using the VELs, and be able to critically review the assessment criteria for VCE common assessment tasks. An understanding of the importance of sequential health education planning in schools is anticipated.