

EDUC90733 Tertiary Teaching in Practice

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 120 hours total commitment Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject will focus on effective presentation and/or facilitation in actual teaching contexts within TAFEs and Private providers - specifically, lectures and teaching in small group settings. The diversity of teaching contexts is a feature of the subject with participants encouraged to consider their particular teaching setting and practice. Participants, in pairs, engage in reciprocal peer review of teaching, alternately taking on the roles of reviewer and reviewee. Participants also work with a workplace colleague who observes their teaching in order to offer feedback and constructive advice.
Learning Outcomes:	At the completion of the subject, participants should have developed: <ul style="list-style-type: none"> # an understanding of how to plan and prepare classes to enhance student learning; # an awareness of their own strengths and weaknesses as a presenter or facilitator; # knowledge of procedures and strategies that enhance effectiveness in various teaching contexts; # an appreciation of the support and assistance available from colleagues; # skills in presenting, explaining, demonstrating, guiding and supporting student learning in higher education programs.
Assessment:	There are two assessment tasks: A 2,000 word essay, due mid semester, 40% A 3,000 word portfolio, which includes feedback from the two cycles of peer review, reflection on the feedback and lesson plans for the reviewed classes, due end of semester, 60% There is one hurdle requirement: Completion of two cycles of peer review of teaching during semester
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees

Related Course(s):

Graduate Certificate in Tertiary Teaching