

EDUC90733 Tertiary Teaching in Practice

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
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Subject Overview:	This subject focuses on the principles and practice of teaching and learning within higher AQF level courses in tertiary education contexts such as mixed sector TAFEs, private providers and industry based providers. The diversity of teaching contexts is a feature of the subject with participants encouraged to focus on their particular teaching setting and practice. The emphasis is on the design of learning outcomes, teaching and learning activities and assessment tasks for sessions and sequences of sessions. Participants develop self-reflective practice through reciprocal peer review of teaching.
Learning Outcomes:	<p>At the completion of the subject, participants should have developed:</p> <ul style="list-style-type: none"> # an understanding of how to plan and prepare sessions 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 tertiary education programs.
Assessment:	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%) Hurdle requirements: Completion of two cycles of peer review of teaching during semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops
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