

EDUC90734 Designing a Tertiary Curriculum

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught online/distance. Semester 2, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 18 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 deals with the principles and practice of curriculum design for higher AQF level courses in tertiary education contexts such as mixed sector TAFEs, private providers and industry based providers. It covers the formulation of objectives and outcomes, content selection, teaching activities and the design of assessment tasks. Participants are encouraged to use the experience as an opportunity to work on the design of a curriculum in which they are involved. The subject also provides participants with the experience of reviewing each other's work.
Learning Outcomes:	At the completion of the subject, participants should have developed: <ul style="list-style-type: none"> # a critical understanding of theories and principles of curriculum design for tertiary education; # the ability to translate these principles into tertiary education programs designed for specific learning environments; # skill in analysing learning environments, student needs and the interests of a range of stakeholders; # the ability to give and receive constructive feedback among peers, and insight into the effective use of this learning procedure.
Assessment:	Reviews of peers' draft curriculum documents (each student to do two), approximately 2 x 1,000 words; Mid-semester (40%) Curriculum design and comment 3,000 words; end of semester (60%) Hurdle requirement: 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