

497-802 Effective University Teaching

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus.
Time Commitment:	Contact Hours: 24 hours, and approximately 96 non-contact hours Total Time Commitment: Not available
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><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> </p>
Coordinator:	Dr Kerri-Lee Harris
Subject Overview:	This subject will introduce students to the basic principles of effective teaching for learning in higher education. In a series of seminar/workshops, it will provide an introduction to theories of teaching and learning and guidance on effective procedures for large and small group teaching, assessment and evaluation, the use of ICT, research-led teaching and other topics relevant to the contexts in which participants teach. It will draw upon the participants' experiences, research on effective approaches and practical guides. Participants will also have the opportunity to work in small groups on related projects and in turn to reflect upon group processes and effective ways of conducting team projects.
Objectives:	<p>At the completion of the subject, participants should have developed:</p> <ul style="list-style-type: none"> # a critical understanding of the principles of effective teaching, learning and assessment in higher education; # knowledge of some of the key research relating to teaching and learning at this level, and the central debates in this field; # familiarity with the resources available to support teaching in higher education, and an understanding of how these can be used most effectively; # a student-centred perspective on the nature of teaching and learning; # an understanding of learning environments at the University of Melbourne, and of teaching approaches appropriate to those environments, as articulated in the Nine Principles; # an analytical and reflective approach to their teaching activities and a recognition of their professional responsibilities in this area.
Assessment:	A group written assignment of 2,000 words equivalent for the group, due mid-semester (20 per cent), oral presentation of 30 minutes per group to be given mid-semester (20 per cent), written assignment of 3,000 words due end of semester (60 per cent)
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
Generic Skills:	On completing this subject, participants should be able to: <ul style="list-style-type: none"># critically analyse theories and principles and apply them appropriately to a range of contexts;# access, evaluate and utilise relevant resource materials;# reflect upon and analyse the effectiveness of their activities;# participate effectively as a team member in a small investigative project;# plan and present a succinct and effective oral presentation.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Graduate Certificate in University Teaching