

697AA Graduate Certificate in University Teaching

Year and Campus:	2012 - Parkville										
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees										
Level:	Graduate/Postgraduate										
Duration & Credit Points:	50 credit points taken over 6 months part time.										
Coordinator:	Dr Sophia Arkoudis										
Contact:	Centre for the Study of Higher Education										
Course Overview:	<p>This course supports the development of professionalism in higher education practice. Participants engage in a range of activities designed to draw upon their own particular involvements in university teaching and learning. The course explores the principles of effective teaching and learning in a range of contexts and formats, covering topics including large and small group teaching, assessment, evaluation, effective use of information and communication technology, curriculum design and cultural diversity. It affords participants opportunities to work collaboratively with their University colleagues, and to design and undertake a small project into an aspect of higher education. Participants must be engaged in teaching in higher education and will normally take the course part-time, over two years.</p>										
Objectives:	<p>The course combines research-based, theoretical seminars guided by experienced higher education researchers, with practical exercises involving peer review of teaching, and negotiated projects. At the conclusion of the course, participants will have developed:</p> <ul style="list-style-type: none"> # a critical understanding of the principles of effective teaching for learning in higher education; # knowledge of some of the key research relating to teaching and learning at this level, and the major debates in the area; # familiarity with the resources available to support teaching in higher education; # 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; # skills in large and small group teaching, and in the use of e-learning processes and practices; # an understanding of the place of assessment in higher education, and skills in using assessment design to enhance learning; # curriculum design skills; # awareness of innovative teaching procedures and confidence in experimenting with new approaches; # an understanding of how information and communication technologies can be used to enhance and enrich student learning, and skills in designing programs which incorporate these technologies; # skills of effective communication, both oral and written, with students of different backgrounds and needs; # a readiness to reflect on their own teaching practice and to use this reflection as a means of continuous improvement; # insight into the role of curricula in the development of students' English language skills. 										
Course Structure & Available Subjects:	Students complete 50 points of study, typically over two years.										
Subject Options:	<p>The following subjects must be completed, and are usually taken over two consecutive years:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90002 Effective University Teaching</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90001 Teaching in Practice</td> <td>February</td> <td>12.50</td> </tr> </tbody> </table> <p>Participants must also choose two of the following electives:</p>		Subject	Study Period Commencement:	Credit Points:	EDUC90002 Effective University Teaching	Semester 1, Semester 2	12.50	EDUC90001 Teaching in Practice	February	12.50
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EDUC90002 Effective University Teaching	Semester 1, Semester 2	12.50									
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	Subject	Study Period Commencement:	Credit Points:
	EDUC90517 Project on Teaching and Learning	Semester 2	12.50
	EDUC90516 Designing a Curriculum	Semester 2	12.50
	EDUC90721 Leadership of University Teaching	Semester 2	12.50
Entry Requirements:	<p>An applicant may be eligible for entry into the Graduate Certificate of University Teaching if the applicant has:</p> <ul style="list-style-type: none"> # Completed a bachelor's degree (in any discipline) and # Current employment at the University of Melbourne, with teaching responsibilities (full-time, part-time or sessional) <p>NB. This course is only available to University of Melbourne staff members.</p>		
Core Participation Requirements:	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>		
Graduate Attributes:	Not available		
Generic Skills:	<p>On completing this subject, participants should be able to:</p> <ul style="list-style-type: none"> # critically analyse teaching and learning theories and principles and apply them appropriately to a range of contexts; # prepare written briefing papers for effective communication with colleagues; # present material in a clear, organised, stimulating and engaging way; # reflect upon and analyse the effectiveness of their activities; and # work constructively with colleagues to evaluate and support one another's work. 		
Links to further information:	www.cshe.unimelb.edu.au		