

EDUC90002 Effective University Teaching

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Full day forum, followed by choice from a range of special topic seminars throughout semester, and one 2-hour group workshop. The subject is supported by online resources, and individuals have flexibility to plan the timing of their work on assignments.
Time Commitment:	Contact Hours: 20 contact hours Total Time Commitment: 20contact hours and approximately 100 non-contact hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Involvement in university teaching
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 Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Chi Baik
Contact:	Education Student Centre
Subject Overview:	This subject introduces students to the fundamental 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, e-learning, peer learning and other topics relevant to the contexts in which participants teach. It will draw on participants' experiences, research on effective approaches and practical guides.
Objectives:	At the completion of the subject, participants should have developed: <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:	There are two pieces of assessment:A written assignment in the form of an issues or discussion paper on one of the Nine Principles Guiding Teaching and Learning as it relates to the participant's particular teaching and learning context (2000 words). Due week 7.A group assignment in which each group designs a plan for a resource to support a particular aspect of teaching and learning. Includes a group oral presentation outlining the resource and providing a rationale for it and written submission of a group charter, the resource plan and the rationale

	(2000 words). Oral presentations week 11/12, Written submission end of semester. A pass in this subject requires the satisfactory completion of both assessment components. Please note this subject is assessed on a pass/fail basis only.
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 teaching and learning theories and principles and apply them appropriately to a range of contexts; # identify and analyse contemporary issues in higher education; # reflect upon and analyse their practice in light of discussions with peers and; # prepare written briefing papers for effective communication with colleagues.
Links to further information:	www.cshe.unimelb.edu.au
Related Course(s):	Graduate Certificate in University Teaching