

EDUC90732 Effective Tertiary 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 online/distance. Semester 1, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 120 hours total commitment
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Coordinator:	Assoc Prof Leesa Wheelahan
Contact:	Dr Veronica Volkoff
Subject Overview:	This subject builds participants' knowledge of the fundamental principles of effective teaching for learning in higher education. Through a series of seminars/workshops, the subject provides an introduction to theories of adult teaching and learning and guidance on effective procedures for large and small group teaching, assessment and evaluation, e-learning, 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 develop a portfolio, documenting their participation and engagement in a range of special topic seminars and workshops.
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 relevant to the participants' TAFE and Private provider contexts, and of teaching approaches appropriate to those environments; # an analytical and reflective approach to their teaching activities and a recognition of their professional responsibilities in this area.
Assessment:	A portfolio documenting outcomes from participation in seminars and workshops (2,000 words equivalent) for the group; mid semester, 50 per cent A written assignment in the form of an issues or discussion paper on a topic relevant to the participant's particular teaching and learning context (2,000 words).; end of semester, 50 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
Related Course(s):	Graduate Certificate in Tertiary Teaching