

# EDUC90001 Teaching in Practice

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	2013, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. This subject has two components A) Teaching in Practice Forum: 2 day intensive at the beginning of the subject and before the commencement of the teaching period; and one 2-hour group workshop late in Semester. B) Peer review of teaching practice: reciprocal peer review and feedback on teaching practice, the timing of which is highly flexible and integrated with individuals' existing teaching commitments.						
<b>Time Commitment:</b>	Contact Hours: 12 contact hours Total Time Commitment: 12 contact hours, 5 hours in peer review activities and approximately 103 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.						
<b>Prerequisites:</b>	<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>June, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90002 Effective University Teaching	June, Semester 2	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90002 Effective University Teaching	June, Semester 2	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	Current involvement in university teaching is essential.						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>						
<b>Coordinator:</b>	Dr Chi Baik						
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285						
<b>Subject Overview:</b>	This subject will focus on effective presentation and/or facilitation in actual teaching contexts - specifically, lectures and/or small group settings. The diversity of teaching contexts is a feature of the subject with participants encouraged to consider their particular teaching setting and practice. Participants, in pairs, engage in reciprocal peer review of teaching, alternately taking on the roles of reviewer and reviewee. Participants also engage in a reciprocal peer review cycle with a department colleague.						
<b>Objectives:</b>	At the completion of the subject, participants should have developed: <ul style="list-style-type: none"> <li># an understanding of how to plan and prepare classes to enhance student learning;</li> <li># an awareness of their own strengths and weaknesses as a presenter or facilitator;</li> <li># knowledge of procedures and strategies that enhance effectiveness in various teaching contexts;</li> <li># an appreciation of the support and assistance available from colleagues;</li> </ul>						

	# skills in presenting, explaining, demonstrating, guiding and supporting student learning.
<b>Assessment:</b>	There are four pieces of assessment: • Completion of a cycle of reciprocal peer review of teaching with a colleague from within the subject• Completion of a cycle of peer review of teaching with a departmental colleague• A teaching portfolio with notes and feedback from peer review sessions (2500 words) (Due at the end of semester)• A reflective essay of 1,500 words (due at the end of semester). A pass in this subject requires the satisfactory completion of all assessment components. Please note this subject is assessed on a pass/fail basis only.
<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	On completing this subject, participants should be able to: <ul style="list-style-type: none"> <li># plan activities within the constraints of time and the physical environment</li> <li># present material in a clear, organised, stimulating and engaging way</li> <li># analyse and respond to a range of audiences, recognising and drawing on diversity</li> <li># plan and direct group discussion in a way that engages all participants and keeps them on track</li> <li># use feedback constructively to improve performance;</li> <li># be constructively self-critical.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.cshe.unimelb.edu.au">www.cshe.unimelb.edu.au</a>
<b>Related Course(s):</b>	Graduate Certificate in University Teaching