

## EDUC90732 Effective Tertiary Teaching

<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: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 120 hours total commitment Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<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>	Assoc Prof Leesa Wheelahan
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
<b>Subject Overview:</b>	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.
<b>Objectives:</b>	At the completion of the subject, participants should have developed: <ul style="list-style-type: none"> <li># a critical understanding of the principles of effective teaching, learning and assessment in higher education;</li> <li># knowledge of some of the key research relating to teaching and learning at this level, and the central debates in this field;</li> <li># familiarity with the resources available to support teaching in higher education, and an understanding of how these can be used most effectively;</li> <li># a student-centred perspective on the nature of teaching and learning;</li> <li># an understanding of learning environments relevant to the participants' TAFE and Private provider contexts, and of teaching approaches appropriate to those environments;</li> <li># an analytical and reflective approach to their teaching activities and a recognition of their professional responsibilities in this area.</li> </ul>
<b>Assessment:</b>	2,500 word essay, due mid semester, 50% 2,500 word essay, due end of semester, 50%
<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>Related Course(s):</b>	Graduate Certificate in Tertiary Teaching