

## EDUC90755 Student and Teacher Visible Learning

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.
<b>Time Commitment:</b>	Contact Hours: 24 hours Total Time Commitment: 120 hours 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>	A recognised teaching qualification.
<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>Contact:</b>	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
<b>Subject Overview:</b>	The major focus of this course is how school leaders know that teachers and students are learning in positive ways throughout their school. Students will explore the current evidence base about what works best, what criteria can be developed to make decisions about success, how to develop a program logic for their leadership role, and how to evaluate the impacts of leadership decisions on both teachers' and students' learning. This subject aligns with the Australian Institute for Teaching and School Leadership National Professional Standard for Principals.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li># Analyse and integrate the key findings from research findings into a coherent story about the major influences on student and teacher learning.</li> <li># Understand and apply how to reflect on the evidence of impact in a school</li> <li># Understand and apply program logic, degree of implementation, and evaluating effects of interventions</li> <li># Critically evaluate the empirical research that studies impact in schools</li> <li># Develop tools for using to evaluate impact in multiple situations</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: A 2,000-word report which uses longitudinal data collected by the student relating to measuring impact on children's learning. The report will use appropriate measures of growth, defend the use of the measures used, and demonstrate the use of effect-sizes at the class and child levels. Due mid-semester (40%) A 3,000-word report to a school about the overall impact on learning based on the evidence of the first assignment. The report will include recommendations for improvement based on evidence-based interventions, differentiation, and recommend ways to monitor the impact of these interventions. Due end of semester (60%)
<b>Prescribed Texts:</b>	Hattie, J. (2012). Visible learning for teachers. Oxford, UK: Routledge. Robinson, V. (2012). Student-centered leadership. San Francisco: Jossey-Bass.
<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>	<ul style="list-style-type: none"><li># Building research skills in exploring alternative rival hypotheses about impact</li><li># Problem solving skills and critical thinking skills will be fostered through the on-line forums, the analysis of educational research articles, during in class exercises and discussion and by applying theories to your own school as a case study.</li><li># Written communication skills will be developed through the assignment work.</li><li># Work with the interplay of research, practice, and theory within the broad discipline of school leadership.</li></ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au/">http://www.education.unimelb.edu.au/</a>
<b>Related Course(s):</b>	Master of Instructional Leadership Professional Certificate in Instructional Leadership