

EDUC90002 Effective University Teaching

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014. Full-day forum, followed by four 2-hour seminars throughout semester and one 3-hour group presentation session. The subject is supported by online resources.
Time Commitment:	Contact Hours: 20 contact hours Total Time Commitment: 20 contact 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 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/
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
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.
Learning Outcomes:	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 as it relates to the participant's particular teaching and learning context (2000 words). Due week 7. A group assignment in which each group develops a paper and recommendations to support a particular aspect of teaching and learning. Includes a group oral presentation and written submission outlining the key recommendations. and a written submission, and an individual critical reflection on the group process (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:	<p>On completing this subject, participants should be able to:</p> <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 Specialist Certificate in Teaching for Graduate Researchers