

## EDUC90733 Tertiary Teaching in Practice

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, 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: 170 hours
<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 Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Dr Mary Leahy
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject will focus on effective presentation and/or facilitation in actual teaching contexts within TAFEs and Private providers - specifically, lectures and teaching in 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 work with a workplace colleague who observes their teaching in order to offer feedback and constructive advice.
<b>Learning Outcomes:</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 sessions 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> <li># skills in presenting, explaining, demonstrating, guiding and supporting student learning in tertiary education programs.</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: A 2,000 word essay, due mid semester, 40% A 3,000 word portfolio, which includes feedback from the two cycles of peer review, reflection on the feedback and lesson plans for the reviewed classes, due end of semester, 60% There is one hurdle requirement: Completion of two cycles of peer review of teaching during semester 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>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