

EDUC90734 Designing a Tertiary Curriculum

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Semester 2, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
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 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: http://www.services.unimelb.edu.au/disability
Coordinator:	Assoc Prof Shelley Gillis
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	This subject deals with the principles of curriculum design and the translation of these principles into a program of study in a specific context within TAFE or Private providers. It covers the formulation of objectives and outcomes, content selection, teaching activities and the design of assessment tasks. One session deals with designing for web-based presentation. Participants are encouraged to use the experience as an opportunity to work on the design of a curriculum in which they are involved. The subject also provides participants with the experience of reviewing each other's work online.
Learning Outcomes:	At the completion of the subject, participants should have developed: <ul style="list-style-type: none"> # a critical understanding of theories and principles of curriculum design for tertiary education; # the ability to translate these principles into tertiary education programs designed for specific learning environments; # skill in analysing learning environments, student needs and the interests of a range of stakeholders; # the ability to give and receive constructive feedback among peers, and insight into the effective use of this learning procedure.
Assessment:	Reviews of peers' draft curriculum documents (each student to do two), approximately 2 x 1,000 word; Mid-semester, 40 per cent Curriculum design and comment 3,000 words; end of semester, 60 per cent 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.
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
Related Course(s):	Graduate Certificate in Tertiary Teaching