

# EDUC90803 Pedagogy into 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: Semester 1, Parkville - Taught on campus.															
<b>Time Commitment:</b>	Contact Hours: 16 hours (intensive delivery) Total Time Commitment: 170 hours															
<b>Prerequisites:</b>	<p>To enrol in this subject, you must be admitted in the Graduate Diploma in Clinical Education (GD-CLINED) or the Master of Clinical Education (MC-CLINED). This subject is not available for students admitted in any other courses.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90741 Effective Clinical Teaching</td> <td>February, April</td> <td>12.50</td> </tr> <tr> <td>EDUC90742 Effective Clinical Supervision</td> <td>February, April</td> <td>12.50</td> </tr> <tr> <td>EDUC90743 Clinical Education in Practice</td> <td>October, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90744 Assessing Clinical Learners</td> <td>October, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90741 Effective Clinical Teaching	February, April	12.50	EDUC90742 Effective Clinical Supervision	February, April	12.50	EDUC90743 Clinical Education in Practice	October, Semester 2	12.50	EDUC90744 Assessing Clinical Learners	October, Semester 2	12.50
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<b>Corequisites:</b>	None															
<b>Recommended Background Knowledge:</b>	This subject builds on concepts introduced during the prerequisite Effective Clinical Teaching (EDUC90741) and Effective Clinical Supervision (EDUC90742) subjects contained within the Graduate Certificate in Clinical Teaching. Those undertaking the subject should be active in clinical education with experience of delivering education in a range of healthcare environments.															
<b>Non Allowed Subjects:</b>	None															
<b>Core Participation Requirements:</b>	Pedagogy into Practice welcomes applications from students with disabilities. It is University and degree 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 degree. For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Commonwealth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this course are articulated in the Course Overview, Objectives 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 course 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>	Ms Jayne Lysk															
<b>Contact:</b>	<p><b>Administrative Contact</b></p> <p>Erin Turner E.X.C.I.T.E. Program Administrator Phone 03 8344 2591 Email <a href="mailto:erin.turner@unimelb.edu.au">erin.turner@unimelb.edu.au</a> (<a href="mailto:erin.turner@unimelb.edu.au">mailto:erin.turner@unimelb.edu.au</a>) Web <a href="http://www.excite.mdhs.unimelb.edu.au">www.excite.mdhs.unimelb.edu.au</a> (<a href="http://www.excite.mdhs.unimelb.edu.au">www.excite.mdhs.unimelb.edu.au</a>)</p>															
<b>Subject Overview:</b>	<b>Pedagogy into Practice</b> is designed to deepen the basic educational theories encountered in the first year of study and to enhance participants' ability to develop and implement curriculum content. It provides and develops a general conceptual framework for understanding learning and teaching specific to clinical contexts. It examines how learning can be enhanced from a range of theoretical and evidence-based perspectives. Participants will analyse student															

	characteristics to identify learning and teaching strategies that build on individual students' prior experiences and learning. Participants will investigate the strategic role of the teacher in effective student learning, planning for learning, group teaching, developing a culture of learning and building relationships. There will be strong emphasis on linkages to the clinical environment and critical reflection as a paradigm for teacher self-evaluation and professional learning.
<b>Learning Outcomes:</b>	By completing this subject, participants should: <ul style="list-style-type: none"> <li># continue to develop a critical understanding of the principles of effective clinical teaching and learning;</li> <li># know the basis of the most salient research that underpins clinical teaching and the key debates in this field;</li> <li># understand scope and limits and professional responsibility in teaching;</li> <li># develop and plan for patterns of clinical teaching and learning;</li> <li># understand the impact of pedagogical practices on student outcomes;</li> <li># explore learning through teamwork and engagement</li> <li># demonstrate an analytical and reflective approach to their clinical teaching activities and recognition of their professional responsibilities in this area.</li> </ul>
<b>Assessment:</b>	20 minute group oral presentation (500 words equivalent). Individual performance will be assess within the group. (10%) A written assignment (2000 words). (40%) Reflective Learning Journal (2500 words). This will also be assessed formatively throughout semester. (50%)
<b>Prescribed Texts:</b>	N/A
<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>	After completing this subject, participants should be able to: <ul style="list-style-type: none"> <li># apply theories and principles to specific clinical teaching and learning contexts;</li> <li># access and use relevant research literature;</li> <li># identify and implement best practice in clinical teaching;</li> <li># demonstrate understanding of the subject in concise oral and written formats.</li> </ul>
<b>Links to further information:</b>	<a href="http://excite.mdhs.unimelb.edu.au/award_courses/grad_dip_in_clinical_education">http://excite.mdhs.unimelb.edu.au/award_courses/grad_dip_in_clinical_education</a>
<b>Related Course(s):</b>	Graduate Diploma in Clinical Education Master of Clinical Education