SC-TGR Specialist Certificate in Teaching for Graduate Researchers

Year and Campus:	2015 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	25 credit points taken over 6 months part time.
Coordinator:	Dr Victoria Millar
Contact:	**Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)** Call: 13 MELB (13 6352)
Course Overview:	The Specialist Certificate in Teaching for Graduate Researchers is a 25 point Specialist Certificate for PhD candidates who are engaged in substantial teaching activities at the University of Melbourne, and who may wish to pursue a Teaching and Research (T&R) academic role following completion of their doctoral studies. The course is a truncated version of the Graduate Certificate in University Teaching (GCUT), comprising the first two subjects, Effective University Teaching (EDUC90002) and Designing a Curriculum (EDUC90516), taught intensively in the semester breaks. PhD candidates completing the SCTGR will have the subjects accredited towards the award of the GCUT. Entry is on a competitive basis and the costs of the certificate are met by the University. The SGTGR will provide both formal training in University teaching to improve the quality of teaching provided by graduate researchers at the University of Melbourne, and a networking opportunity for young academics that will facilitate ongoing discourse about teaching and learning. Participants will take the course part-time over one year,
Learning Outcomes:	The course combines research-based, theoretical seminars guided by experienced higher education researchers, with practical exercises. At the conclusion of the course participants will have developed: # a critical understanding of the principles of effective teaching for learning in higher education; # familiarity with the resources available to support teaching in higher education; # 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; # skills in large and small group teaching, and in the use of e-learning processes and practices; # an understanding of the place of assessment in higher education, and skills in using assessment design to enhance learning; # curriculum design skills; # awareness of innovative teaching procedures and confidence in experimenting with new approaches; # an understanding of how information and communication technologies can be used to enhance and enrich student learning, and skills in designing programs which incorporate these technologies; # skills of effective communication, both oral and written, with students of different backgrounds and needs; # a readiness to reflect on their own teaching practice and to use this reflection as a means of continuous improvement; # insight into the role of curricula in the development of students' English language skills.
Course Structure & Available Subjects:	There are two compulsory subjects.

Subject Options:	Subject	Study Period Commencement:	Credit Points:
	EDUC90002 Effective University Teaching	Semester 1, Semester 2	12.50

	EDUC90516 Designing a Curriculum	February, Semester 2	12.50

Entry Requirements:	1. In order to be considered for entry, applicants must: • either – be enrolled in the first year of a University of Melbourne Doctor of Philosophy course, or – be enrolled in the second year of a University of Melbourne Doctor of Philosophy course and be i) part time or ii) have a requirement to undertake coursework in the first year of the PhD course or iii) have converted from a Masters to a PhD within the previous 6 months; and • be undertaking teaching activities within the timeframe of the PhD course at the University of Melbourne; and • have written endorsement (statement of support) from their supervisor(s) and/or head of department to participate in the SCTGR; and • have completed an interview. Meeting these requirements does not guarantee selection. 2. In ranking applications, the Selection Committee will consider: • the nature and extent of the applicant's teaching commitments and/or likelihood of teaching within a year; and • the extent of progress to date in PhD studies; and • the interview; and • the referee reports. 3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the **Student Application and Selection Procedure (https://policy.unimelb.edu.au/MPF1034)** . 4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance **band 7 (http://about.unimelb.edu.au/academicboard/resolutions)** is required. Note: The Selection Committee will endeavour to maintain a proportional and equitable representation of faculties and disciplines across the University in the cohort of success applicants.
Core Participation Requirements:	The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs.The core participation requirements for study in the Melbourne Graduate School of Education are:In all courses 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. 3. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison.