

EDUC90517 Project on Teaching and Learning

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	<p>2016, Parkville</p> <p>This subject commences in the following study period/s: February, Parkville - Taught on campus. July, Parkville - Taught on campus.</p> <p>This subject has two components: A) Research in Higher Education Forum: full day program of seminars and workshops at the beginning of the subject, and before the commencement of the Semester 2 teaching period; and B) Individual research and written work, supported through negotiated meetings with CSHE and other University colleagues, as appropriate.</p>									
Time Commitment:	Contact Hours: 20 Total Time Commitment: 170 hours									
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90002 Effective University Teaching</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90516 Designing a Curriculum</td> <td>February, Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	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
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EDUC90002 Effective University Teaching	Semester 1, Semester 2	12.50								
EDUC90516 Designing a Curriculum	February, Semester 2	12.50								
Corequisites:	None									
Recommended Background Knowledge:	Experience in a university environment is recommended.									
Non Allowed Subjects:	None									
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>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 Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>									
Coordinator:	Prof Hamish Coates									
Contact:	h.coates@unimelb.edu.au (mailto:h.coates@unimelb.edu.au)									
Subject Overview:	This subject provides participants with the opportunity to investigate an aspect of teaching and learning of mutual interest to them and to their departments. Supported by workshops, individual mentors and networks, each participant develops a complete and viable research proposal in an area of relevance to teaching and learning in their department/faculty. The completed report may subsequently be used as the basis for an application for funding and/or further research studies such as a Masters-level research project.									
Learning Outcomes:	<p>At the completion of the subject, participants should have developed:</p> <ul style="list-style-type: none"> # skills in planning and developing a detailed proposal for research in higher education; # a research interest in relation to teaching and learning; # detailed knowledge of the research literature in one area of teaching and learning; # links with senior colleagues based on a common interest in teaching-related issues. 									

Assessment:	A 15 minute oral presentation of the problem statement and literature context, mid-semester 30%. A complete research proposal (4000 words) due end of semester 70%. This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
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"> # apply theories and principles to specific teaching and learning contexts; # access, evaluate and utilise relevant research literature; # identify areas which would benefit from sustained investigation, possibly 'problems' to be solved and; # present findings in a succinct written format.
Links to further information:	www.cshe.unimelb.edu.au
Related Course(s):	<p>Graduate Certificate in Tertiary Education Management Graduate Certificate in University Teaching Master of Tertiary Education Management</p>