

EDUC90580 Evidence Based Learning and Teaching 1

Credit Points:	12.5									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: January, Parkville - Taught on campus.									
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours									
Prerequisites:	None									
Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90823 Language, Literacy and Numeracy</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90583 Learning and Teaching Contexts 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90823 Language, Literacy and Numeracy	January	12.50	EDUC90583 Learning and Teaching Contexts 1	January	12.50
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Recommended Background Knowledge:	None									
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:	Ms Bronwyn Jones									
Contact:	jones.b@unimelb.edu.au (mailto:jones.b@unimelb.edu.au)									
Subject Overview:	<p>This subject develops participants' knowledge and understanding about how learning can be conceptualised, evidenced, assessed and progressed.</p> <p>To this end, participants will:</p> <ul style="list-style-type: none"> # Explore learning identities and the factors that shaped them # Use and apply the clinical practice model to learning and teaching # Develop an understanding of foundational assessment practices; particularly, the use of a taxonomical construct to inform judgments about student achievement and readiness to learn # Explore theoretical perspectives on furthering student learning, the curricular implications of these perspectives, and the historical development of pedagogical thought # Use and apply feedback strategies to report both to and upon student learning <p>This subject prepares participants for EBLT2, which requires an evaluation of theory and practice in light of an evidence-based analysis of student learning.</p> <p>This subject along with <i>Learning & Teaching Contexts 1</i> and <i>Language, Literacy and Numeracy</i>, requires participants to implement the Clinical Praxis Exam. It also provides them with the opportunity to apply their learning in preparing to teach secondary school students attending the MGSE Summer School Program, as well as through their everyday teaching in schools.</p>									
Learning Outcomes:	On completion of this subject, participants should be able to:									

	<ul style="list-style-type: none"> # Apply knowledge of the clinical teaching model and interventionist practice to learning and teaching # Articulate development of learning on a construct, and adapt constructs using developmental taxonomies # Use evidence of student learning to inform teaching practice # Use and apply knowledge of pedagogical theories to understand student learning # Implement evidence-based interventions # Apply understanding of feedback strategies to report on student learning # Justify selection of learning goals based upon evidence of student learning # Reflect upon the effectiveness of teaching interventions # Reflect upon learning theories in light of evidence of student learning
Assessment:	Analysis of Learning & Teaching Scenario (1250 words) due early in subject 30% Clinical Praxis Exam (20 minute oral presentation; equivalent to 1500 words, for this subject. (This is a combined assessment task with EDUC90583 and EDUC90823) due July 40% Analysis of Feedback and Reporting for Differentiated Curriculum (1250 words) due September 30% HURDLE REQUIREMENTS Collection of 3 Unidentified Work Samples in School early in subject Participation in 3 online sessions (3 hours each) March - September This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.
Prescribed Texts:	Participants will be provided with a collection of readings via the online Learning Management System (LMS).
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 completion of the subject, participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Analyse and problem solve # Collect evidence and make inferences # Communicate, articulate and justify teaching practices # Work in teams with skills in cooperation, communication and negotiation # Adapt and respond flexibly to change # Present material in a well-organised, well-structured and persuasive manner.
Related Course(s):	Master of Teaching (Secondary) Internship