

EDUC90582 Evidence Based Learning and Teaching 2

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Year Long, Parkville - Taught on campus.								
Time Commitment:	Contact Hours: 36 hours 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>EDUC90580 Evidence Based Learning and Teaching 1</td> <td>January</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90580 Evidence Based Learning and Teaching 1	January	12.50
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Corequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90594 Professional Practice and Portfolio 2</td> <td>January</td> <td>18.75</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90594 Professional Practice and Portfolio 2	January	18.75
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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 Pam Robertson								
Contact:	p.robertson@unimelb.edu.au (mailto:p.robertson@unimelb.edu.au)								
Subject Overview:	<p>This subject builds on EDUC90580 <i>Evidence Based Learning & Teaching 1</i>, providing participants with opportunities to develop knowledge and understanding related to student learning and achievement. Participants further explore the contribution of learning theories and review them using an evidence-based approach.</p> <p>This subject provides opportunities for participants to develop an in-depth understanding of student assessment, in particular the significance of making accurate judgments of students' readiness to learn. It focuses on key teacher skills and capacities: designing evidence based developmental learning progressions that are linked to curriculum outcomes; designing assessment tasks to locate students on a developmental learning progression; interpreting and analysing formal and informal evidence of student learning to determine readiness to learn; planning for learning, based on an understanding of student's readiness to learn; exploring implications for pedagogical practices and classroom organization; and evaluating the effectiveness of assessment tasks and teaching strategies.</p> <p>This subject, along with the EDUC90594 <i>Developing Clinical Practice 2</i> and EDUC90844 <i>Learning Area B2</i>, requires participants to implement the <i>Clinical Praxis Project</i>. The Clinical Praxis Project will extend on learning from the Clinical Praxis Exam in year 1, by enabling participants to focus on the class as a whole and provide differentiated or structured teaching and learning opportunities for all students in the class.</p>								

Learning Outcomes:	<p>On completion of the subject, participants should be able to:</p> <ul style="list-style-type: none"> # Write judgement-based assessments that apply assessment theory and can be used formatively or summatively # Analyse student assessment data to determine students' readiness to learn and use this to determine goals for student learning # Demonstrate knowledge and understanding of research into how students learn and the implications for teaching # Analyse student assessment data to review the suitability of assessment tasks for informing teaching decisions. # Derive evidence – based developmental progressions # Evaluate curriculum and pedagogy in light of evidence, and draw implications for evidence-based teaching accordingly
Assessment:	<p>Construction of judgement-based assessment rubrics (Equivalent of 1000 words) due March 35% Analysis Assessment data (component of the Clinical Praxis Project) (Equivalent of 1500 words) due June 30% Evaluation of the effectiveness of teaching (component of the Clinical Praxis Project) (1500 words) due October 35% Hurdle requirements: Completion of 3 online quizzes (up to 60 min each) March, May and August Participation in up to 4 online seminars (60 min each) Topics are identified at the end of the each intensive and are designed to meet the needs of participants. May, August, September and October This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops</p>
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 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 # Be independent of mind, responsible, resilient and self-regulating # Present material in a well-organised, well-structured and persuasive manner.
Related Course(s):	Master of Teaching (Secondary) Internship