

EDUC90828 Clinical Teaching and Learning

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Term 1, Parkville - Taught online/distance. Term 3, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the Master of Clinical Teaching/Professional Certificate in Teaching (Clinical)
Corequisites:	None
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:	Dr Suzanne Rice
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	This subject will introduce participants to clinical practice in schools as a paradigm for learning and teaching. It will explore the importance of data, theory and research in informing interventionist teacher practice and introduce participants to models of clinical practice and the notion of clinical judgment. It will enhance participants' capacity to utilise individual student data in determining student zone of proximal development in order to establish the starting point for teaching. The developmental model of learning will provide the theoretical basis through which a range of assessment tools and feedback approaches are explored. There will be an emphasis on linking concepts studied to the school context.
Learning Outcomes:	<p>Students who successfully complete this subject will be able to:</p> <ul style="list-style-type: none"> # Use the clinical teaching cycle to inform their professional practice; # Practise different approaches to collecting evidence of learning and development; # Use procedures to build a developmental progression; # Interpret assessment data; # Locate students on a developmental progression; # Monitor student against a developmental progression; # Collect student data using judgement based assessments; and # Provide feedback to support student learning.
Assessment:	Contributions to 8 online discussions on clinical practice (equivalent to 500 words) Across the semester 10% An essay on clinical practice (1,750 words) Due mid-semester 35%

	Rubric writing exercise (500 words equivalent) Due mid-semester 10% A report showing the development of judgement-based assessment (2250 words) Due end of semester 45%
Prescribed Texts:	Griffin (Ed) (2014) Assessment for Teaching, Cambridge University Press, Australia.
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 this subject, participants will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> # Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practice. # Generate and analyse diverse sources of data that can effectively assess student learning and development, and inform teaching. # Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions. # Demonstrate an understanding of the way in which theory and research informs practice. # Effectively engage students, parents, community members, and professional colleagues to support student learning and development. # Demonstrate a capacity for leadership and advocacy in education.
Links to further information:	http://education.unimelb.edu.au/about_us/clinical_teaching
Related Course(s):	Master of Clinical Teaching Professional Certificate in Teaching (Clinical)