

EDUC90862 Evidence-based Practice

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Term 2, Parkville - Taught online/distance. Term 4, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours
Prerequisites:	Admission to the MC-CLINTCH Master of Clinical Teaching or the PR-TCHCLIN 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>
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Subject Overview:	The major focus of this course is the exploration of research evidence that informs and supports the implementation of Clinical Teaching in classroom contexts. Participants will consider how they can use evidence-based practice to enhance the effectiveness and impact of their classroom actions and identify appropriate interventions for students, when necessary. Specifically, they will use the clinical judgement decision-making model to examine the current evidence base about what works best, what criteria can be developed to make decisions about student success, and how to select, implement, review and communicate research-supported teaching strategies that address identified student needs.
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Analyse and integrate key findings from research to understand major influences on student learning and teacher performance. # Understand how to identify and critically appraise appropriate evidence-based practices in response to identified student need # Implement, monitor and evaluate evidence-based practices as they relate to specific classroom contexts
Assessment:	A report examining research evidence around a teaching practice of relevance to a specific classroom need (2,500 words) due mid-semester 50% A framework identifying student need, possible research-supported teaching actions, and the justification and evaluation of instructional responses. (2,500 words) due mid semester 50%

Prescribed Texts:	Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge. Cook, B. G., Tankersley, M., & Landrum, T. J. (2013). Evidence-based practices. [electronic resource]. Bingley [England] : Emerald Insight, 2013.
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:	On completion of the subject, students will have the knowledge, skills and understanding to enable them to: <ul style="list-style-type: none"> # Identify and critically analyse research on practice # Develop and argue a case for change # Summarise key research findings in a given area
Related Course(s):	Master of Clinical Teaching Professional Certificate in Teaching (Clinical)