

GC-TERTCH Graduate Certificate in Tertiary Teaching

Year and Campus:	2016 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	50 credit points taken over 12 months part time.
Coordinator:	Dr. Shelley Gillis
Contact:	<p>Contact (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry) Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au) # Email: Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/professional_development/course_list/graduate_certificate_in_tertiary_teaching)
Course Overview:	<p>This course supports the development of professionalism in higher education practice in TAFEs and Private Providers. Participants engage in a range of activities designed to draw upon their own particular involvements in higher education teaching and learning. The course explores the principles of effective teaching and learning in a range of contexts and formats, covering topics including large and small group teaching, assessment, evaluation, effective use of information and communication technology, curriculum design and cultural diversity. It affords participants opportunities to work collaboratively with their TAFE and/or Private Provider colleagues, and to design and undertake a small project into an aspect of higher education delivery within their workplace context. Participants must be engaged in teaching in tertiary education and will normally take the course part-time, over one to two years.</p>
Learning Outcomes:	<p>The course combines research-based, theoretical seminars guided by experienced higher education academics with personal experience of working in and with TAFE and Private providers, and strong knowledge of education and training program delivery within these contexts, with practical exercises involving peer review of teaching, and negotiated projects. At the conclusion of the course, participants will have developed:</p> <ul style="list-style-type: none"> # a critical understanding of the principles of effective teaching for learning in tertiary education; # knowledge of some of the key policies relating to teaching and learning at this level, and the major debates in the area; # familiarity with the resources available to support teaching in tertiary education; # a student-centred perspective on the nature of teaching and learning; # an understanding of the range of tertiary providers providers, and of teaching approaches appropriate to those environments; # an understanding of the place of assessment in tertiary education, and skills in using assessment design to enhance learning; # curriculum design skills; # awareness of innovative teaching procedures and confidence in experimenting with new approaches; # an understanding of how information and communication technologies can be used to enhance and enrich student learning, and skills in designing programs which incorporate these technologies; # skills of effective communication, both oral and written, with students of different backgrounds and needs; # a readiness to reflect on their own teaching practice and to use this reflection as a means of continuous improvement; # insight into the role of curricula in the development of students' English language skills;

	# a capacity to engage in the scholarship of teaching in their own disciplinary/ professional field of practice.															
Course Structure & Available Subjects:	Students complete four core subjects															
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90734 Designing a Tertiary Curriculum</td> <td>Semester 2</td> <td>12.5</td> </tr> <tr> <td>EDUC90733 Tertiary Teaching in Practice</td> <td>March</td> <td>12.5</td> </tr> <tr> <td>EDUC90735 Project on Tertiary Teaching & Learning</td> <td>Semester 2</td> <td>12.5</td> </tr> <tr> <td>EDUC90732 Quality Tertiary Teaching</td> <td>March</td> <td>12.5</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90734 Designing a Tertiary Curriculum	Semester 2	12.5	EDUC90733 Tertiary Teaching in Practice	March	12.5	EDUC90735 Project on Tertiary Teaching & Learning	Semester 2	12.5	EDUC90732 Quality Tertiary Teaching	March	12.5
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Entry Requirements:	<p>1. In order to be considered for entry, applicants must have completed:</p> <ul style="list-style-type: none"> • an undergraduate degree in any discipline, or equivalent. <p>Applicants must also be in current full time, part time or sessional employment in a position with teaching responsibilities at Diploma level and above at a TAFE institute or private provider. Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance; and • the professional experience. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board rules (http://about.unimelb.edu.au/academicboard/resolutions) on the use of selection instruments.</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p> <p>Note. Here "private providers" mean registered training organisations, registered by Australian state and territory training authorities to deliver nationally recognised training.</p>															
Core Participation Requirements:	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are:</p> <p>In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. 3. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison http://services.unimelb.edu.au/disability 															
Further Study:	Graduates may progress to a range of other graduate coursework programs.															
Generic Skills:	<p>On completing this subject, participants should be able to:</p> <ul style="list-style-type: none"> # critically analyse teaching and learning theories and principles and apply them appropriately to a range of contexts; # prepare written briefing papers for effective communication with colleagues; # present material in a clear, organised, stimulating and engaging way; # reflect upon and analyse the effectiveness of their activities; and # work constructively with colleagues to evaluate and support one another's work. 															

Links to further information:

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