



# GRADUATE CERTIFICATE IN UNIVERSITY TEACHING 2017



# COURSE OVERVIEW

The Graduate Certificate in University Teaching (course code 697AA in the University of Melbourne handbook) is a part time course designed to enhance the teaching skills of staff in an Australian higher education institution.

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This course combines research-based, theoretical seminars with practical exercises involving peer review and negotiated projects. It is offered part time to complement participants' current teaching practice.

## — Learning outcomes

At the conclusion of the course, participants will have developed:

- A critical understanding of the principles of effective teaching for learning in higher education
- Knowledge of some of the key research relating to university teaching and learning, and the major debates in the area
- A student-centred perspective on the nature of teaching and learning
- An understanding of learning environments and of teaching approaches appropriate to those environments
- Skills in large and small group teaching and in the use of e-learning processes and practices
- An understanding of the place of assessment in higher education and skills in using assessment design to enhance learning
- Knowledge and skills in university curriculum design

- Awareness of innovative teaching procedures and confidence in experimenting with new approaches
- An understanding of how educational technologies can be used to enhance and enrich student learning, and skills in designing programs which incorporate these technologies
- A readiness to reflect on their own teaching practice and to use this reflection as a means of continuous improvement.

## — Suitable for

This course is for staff currently teaching in an Australian higher education institution. Staff of vocational education and training institutions who plan to teach at the higher education level may also benefit from this course.

## — Benefits

Past graduates have reported positive career outcomes, including:

- Enhanced knowledge of effective teaching and learning
- Increased promotion opportunities
- Publication in academic journals
- Success in winning teaching awards and grants for educational research and development.

## — Teaching method

This course is primarily taught face-to-face with classes held on the University of Melbourne campus in Parkville. Most subjects include an introductory, intensive session held in the non-teaching period. Online learning is core to some subjects and is used to support participation across the course as a whole. All subjects are also supported through subject websites on the University's Learning Management System (LMS).

## — Teaching period

2017 teaching dates are February to November. Dates are subject to confirmation and, when available, will be listed on the Melbourne Centre for the Study of Higher Education website.

**— Teaching faculty**

**Associate Professor Sophie Arkoudis**  
Associate Director,  
Melbourne Centre for the  
Study of Higher Education.



**Dr Chi Baik** Senior  
Lecturer in Higher  
Education, Melbourne  
Centre for the Study of  
Higher Education.



**Professor Hamish Coates**, Professor  
of Higher Education,  
Melbourne Centre for the  
Study of Higher Education.



**Associate Professor Kristine Elliot** Associate  
Professor of Higher  
Education, Melbourne  
Centre for the Study of  
Higher Education.



**Dr Jason Lodge** Senior  
Lecturer, Melbourne  
Centre for the Study of  
Higher Education.

**— Course fees****Current University of Melbourne staff**

Current University of Melbourne staff who have the support of their Dean or Head of Department or School will have their course fee covered by the University.

**All other applicants**

The 2017 fee for each unit (12.5 credit points) is A\$ 2,988.

This fee is correct at time of print and may be subject to change. Please refer to the University of Melbourne website ([futurestudents.unimelb.edu.au/admissions/fees](http://futurestudents.unimelb.edu.au/admissions/fees)) for a guide on fees.



# COURSE STRUCTURE

To gain the Graduate Certificate in University Teaching, participants must complete four subjects, each worth 12.5 credit points, over a one or two-year period.

## One year course

A one year course will consist of two semesters, each taking in two subjects as shown.	<b>Semester 1, 2017</b>	<b>Semester 2, 2017</b>
	— Effective University Teaching — Teaching in Practice	— Designing a Curriculum — Project on Teaching and Learning

## Two-year course

A two-year course will consist of four semesters, each taking in a subject as shown.	<b>Semester 1, 2017</b>	<b>Semester 2, 2017</b>
	— Effective University Teaching	— Designing a Curriculum
	<b>Semester 1, 2018</b>	<b>Semester 2, 2018</b>
	— Teaching in Practice	— Project on Teaching and Learning

## — Subjects in this course

### Effective University Teaching

This subject introduces students to the fundamental principles of effective teaching for learning in higher education. In a series of seminar/workshops it will provide an introduction to theories of teaching and learning and guidance on effective procedures for large and small group teaching, assessment and evaluation, e-learning, peer learning and other topics relevant to the contexts in which participants teach. It will draw on participants' experiences, research on effective approaches and practical guides.

### Designing a Curriculum

This subject deals with the principles of curriculum design and the translation of these principles into a program of study in a specific context. It covers the formulation of objectives and outcomes, content

selection, teaching activities and the design of assessment tasks. One module deals with designing for web-based presentation. Participants are encouraged to use the experience as an opportunity to work on the design of a curriculum in which they are involved. The subject also provides participants with the experience of reviewing each other's work online.

### Teaching in Practice

This subject will focus on effective presentation and/or facilitation in actual teaching contexts - specifically, lectures and/or small group settings. The diversity of teaching contexts is a feature of the subject with participants encouraged to consider their particular teaching setting and practice. Participants, in pairs, engage in reciprocal peer review of teaching, alternately taking on the roles of reviewer and reviewee. Participants also engage in a reciprocal peer review cycle with a department colleague.

### Project on Teaching and Learning

This subject provides participants with the opportunity to investigate an aspect of teaching and learning of mutual interest to them and to their departments. Supported by workshops, individual mentors and networks, each participant develops a complete and viable research proposal in an area of relevance to teaching and learning in their department/faculty. The completed report may subsequently be used as the basis for an application for funding and/or further research studies such as a Masters-level research project.



# COURSE REQUIREMENTS AND APPLICATIONS

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## — Course prerequisites

### Academic requirements

To be eligible for this course, applicants must possess:

- An undergraduate degree (in any discipline) or equivalent
- Current employment at an Australian university or higher education institution with teaching responsibilities (full time, part time or sessional)
- Support and formal approval from their Head of Department/School or faculty Dean.

### Language requirements

All applicants must meet the English language requirements of the University of Melbourne to be eligible for a place in this course. These can be met in a number of ways depending on personal circumstances.

For more details on how to satisfy the English language requirements, please refer to the University of Melbourne website:

- ▶ [futurestudents.unimelb.edu.au/admissions/entryrequirements/languagerequirements](http://futurestudents.unimelb.edu.au/admissions/entryrequirements/languagerequirements)
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## Advanced standing

Advanced standing may be considered for:

- Participants who have completed the Melbourne CSHE's Melbourne Teaching Certificate (credit for the Principles unit)
- Education qualifications such as Diploma of Education (credit for the Practice unit)
- Demonstrated extensive record (more than seven years full time equivalent) of effective teaching in higher education (credit for the Practice unit).

## — How to apply

Please refer to our website on how to apply for this course:

- ▶ [melbourne-cshe.unimelb.edu.au/gcut](http://melbourne-cshe.unimelb.edu.au/gcut)
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## — Course contact person

Please forward enquiries about this course to:

### Dr Chi Baik

Course Coordinator

✉ [cbaik@unimelb.edu.au](mailto:cbaik@unimelb.edu.au)

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# ABOUT THE MELBOURNE CENTRE FOR THE STUDY OF HIGHER EDUCATION

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The Melbourne Centre for the Study of Higher Education, or Melbourne CSHE, conducts research and development in the fields of higher education teaching and learning, research, engagement and leadership and management.


We aim to deliver quality and innovation in each of these fields through our signature research themes, distinctive projects, practical professional development programs and special events. The Centre is part of The University of Melbourne.

## — Find out more

 [melbourne-cshe.unimelb.edu.au](http://melbourne-cshe.unimelb.edu.au)

 +61 3 8344 4605

 [melbourne-cshe@unimelb.edu.au](mailto:melbourne-cshe@unimelb.edu.au)

 [linkedin.com/company/melbourne-centre-for-the-study-of-higher-education](https://www.linkedin.com/company/melbourne-centre-for-the-study-of-higher-education)

 [twitter.com/melbcshe](https://twitter.com/melbcshe)

# ABOUT THE MELBOURNE GRADUATE SCHOOL OF EDUCATION

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The University of Melbourne has a 150-year history of academic excellence. One of the world's top universities, it is a hub for scholarly inquiry and research innovation. The Melbourne Graduate School of Education is ranked number one in Australia and among the world's finest for education\*. The Graduate School's numerous research centres and groups are at the cutting edge of

current concerns in education, locally and internationally. They continue to be influential in shaping education policy, systems and practice, both within Australia and abroad. The Graduate School is the awarding faculty for this course.

\* QS World University Rankings by Subject

## — Find out more

 [education.unimelb.edu.au](http://education.unimelb.edu.au)