



# Master of Education in Evidence-Based Teaching

100% online



THE UNIVERSITY OF  
MELBOURNE

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# ONLINE MASTER OF EDUCATION IN EVIDENCE-BASED TEACHING

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## Overview

**The Master of Education in Evidence-Based Teaching program will prepare educational practitioners to devise more effective teaching interventions to support individual growth of students and enable practitioners to become the best teacher you can be.**

The program prepares graduates who are already practising teachers in early childhood, primary and secondary school settings, to achieve the best possible learning outcomes for their students. Using the latest research-supported teaching strategies, graduates of this program can expect to pave the way in implementing a ground-breaking approach to teaching, tailored to suit diverse classroom and individual student needs.

Drawing on the pioneering research and insights from the University of Melbourne's Graduate School of Education, ranked #6 in the world<sup>†</sup>, and leading education researcher John Hattie, the Education in Evidence-Based Teaching program is the only one of its kind in Australia. Designed for high-achieving teachers dedicated to advancing their practice and wanting to rejuvenate the tuition methods within their classroom, the Education in Evidence-Based Teaching program will improve your teaching skills and expand the growth and development of your students.

<sup>†</sup> Quacquarelli Symonds (QS) World University Rankings by Subject (2017). mcg

## Who is this course for?

This graduate course is designed for high achieving teachers dedicated to advancing their practice in early childhood, primary and secondary school settings.

Professional Development single subjects are also available.

*“The program offers you new ideas that will invigorate your teaching and improve how you deal with learners in the classroom. It will help you build on your skills further and make you an even better teacher than you are.”*

Dr Suzanne Rice, Senior Lecturer,  
Melbourne Graduate School of Education.

## Career outcomes

Evidence-based teaching is now at the core of the work being done in successful schools world-wide, providing new tools to address student learning needs. No other institution offers a graduate program for practising teachers in evidence-based teaching, so this program truly sets graduates apart from their peers. Our graduates will play an important role in improving the quality of teaching by placing individual students and their educational growth at the centre of their teaching practice. Graduates can expect to establish successful careers no matter what stage of their teaching career they are at, and make best teaching practice common practice.

## What will I learn?

Students of this program will learn how to address the individual needs of every learner, from those who excel to those who need further assistance. Graduates will become well-versed in how to support students in the classroom to reach the next level of their learning. They will also gain the knowledge and skills to use evidence to make sound evidence-based judgments about the nature and implementation of teaching interventions.

Students of this program will develop extensive skills to cater for individual student differences and to personalise learning by gaining a comprehensive understanding of 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.

This program encourages students to reflect upon and continuously evaluate the impact of their teaching on learning outcomes, and to adapt their own teaching practices to meet individual needs. Graduates will become knowledgeable in how to plan appropriate interventions by making robust and informed decisions about what, when and how to teach, using a range of formal and informal evidence.

## Subject summaries

Compulsory subjects		Points
Clinical Teaching and Learning	An introduction to clinical practice in schools as a paradigm for learning and teaching. Explore the importance of data, theory and research in informing interventionist teacher practice. This will enhance your capacity to utilise individual student data in determining the student's zone of proximal development in order to establish the starting point for teaching.	12.5
Evidence-based Practice	The major focus of this subject is the exploration of research evidence that informs and supports the implementation of Clinical Teaching in classroom contexts. You 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.	12.5
The Student as Learner	This subject will explore the student as learner and provide a conceptual framework for understanding learning that is compatible with Clinical Teaching. Developmental trends in knowledge acquisition and the processes that facilitate learning will be identified and evaluated.	12.5
Learning from Evidence	This subject will help you use class- and team-level achievement data to evaluate your own teaching practice and the patterns of achievement among different student groups. It will also build your knowledge and understanding of the strengths and limitations of commonly available student achievement data.	12.5
Coursework pathway (2 compulsory subjects + choice of 2 electives)		
Researching Education Practice	Students will develop an understanding of research in education, as the first part of their capstone experience, and advanced skills to analyse complex educational problems and the bodies of knowledge associated with them. Students will undertake coursework focusing on: what constitutes research in education; the function of a literature review; common methodologies and methods in education research; key issues in research ethics; the management and analysis of data; and the fundamentals of research writing. Students will develop insight into common approaches to research in education and will consider how principles of research can inform professional practice.	12.5
Clinical Teaching Capstone	Students will learn about how educators can use action research methods to improve their teaching practice. Students will develop skills in using clinical models to target teaching to the point of student need and evaluate the effectiveness of their interventions. There will be analysis and discussion of exemplars of clinical praxis, together with an analysis of case studies of student learning. Course participants will also use tools to reflect on examples of teaching and consider means of improving teaching, and will study how to integrate a clinical model into day-to-day teaching practice.	12.5

## Subject summaries cont.

Research pathway (1 core subject + 1 elective)		Points
Applied Research Methodology	This subject is designed to provide students with an overview of the methodologies for conducting research. In particular, the subject provides students with an introduction to the philosophical backgrounds and influences on social research, epistemological and ontological considerations, and the basic foundations of research design, logic of inquiry, and ethics of social research. Students will work on developing research questions and operationalise them to enable data gathering, analysis and interpretation as well as evaluate existing social research.	12.5
Applied Research Study	Students negotiate an individual project relating to education with an individual supervisor. The project includes a critical review of relevant academic and research literature and a research project relating to educational practice. Students also participate in regular online activities to support them and build their skills as they develop their project, analyse research literature and data, and write up their research report.	25
Electives		
Literacy across the School Years	<p>This subject will examine changing definitions and conceptualisations of literacy, and map the development of literacy from the early years through to post-compulsory years of schooling. Topics will include areas such as: relationships between language and literacy; social practices of literacy; language and cognitive development; oral and written languages; comprehension; literacy across the curriculum; and in-school and out-of-school literacy practices.</p> <p>This subject will highlight the importance of planning effective evidenced-based literacy approaches and strategies to meet the needs of diverse learners on a developmental curriculum. It will illustrate how teachers, planners and policymakers can cater for diversity in policy and practice, such as: through 'crafting a mix' of pedagogic approaches in reading, writing, listening and speaking; through authentic and focused assessment practices, including profiling students; and through the use of a wide range of texts and practices in the classroom, multilingual and multidialectal understandings of literacy, and of the context that shapes literacy practice.</p>	12.5
Resilience and Relationships	The subject will support participants to develop further skills in promoting student wellbeing and creating supportive and safe learning environments at a classroom and whole school level. Current research will be used to understand what teachers can do to support the social and emotional learning of their students, and how to implement school-wide approaches that foster student resilience and respectful relationships across all partners in the education process.	12.5
Autism intervention	<p>This subject will consider how professionals can better understand ways in which people with autism and those identifying as Autistic interact with and experience the world, and how that impacts on engagement and learning. The subject unifies research from neuroscience, psychology and pedagogy to create a multidisciplinary evidence-base that reflects the science of learning. Neuroscience Intervention</p> <p>This subject examines the foundations of human learning through a neurological lens, ranging from the sensory detection, encoding, storage, retrieval, storage, and behavioural outputs, to social constructs of learned information. A neuroscience of learning lens will also be used as a framework for critiquing educational practices, policies and products.</p>	12.5

## Entry requirements

To apply for the Master of Education in Evidence-Based Teaching course, applicants are required to have:

- An undergraduate degree and a fourth-year level education qualification, or equivalent or
- A four-year education degree

\*Students wishing to undertake the research pathway option must attain an average of H2A or above (i.e. 75 per cent or above) across the first year of the course.

In ranking applications, the Selection Committee will consider:

- Prior academic performance

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** is required.

Note: Previous graduates of the Melbourne Graduate School of Education's Master of Teaching will not be eligible for entry to this course.

## Course structure and fees

Course	Structure	Point program	Fees
Master of Education in Evidence-Based Teaching (2 years part time)	4 x 12.5 core subjects, plus either <ul style="list-style-type: none"> <li>• Coursework pathway (3 core subjects and 1 elective) OR</li> <li>• Research pathway* (1 core subject and a research project)</li> </ul>	100 points	A\$ 27,454
Professional Development	single subjects	12.5 points each	A\$ 3,380 (assessed) A\$ 2,704 (non-assessed)

Fees are paid on a per subject basis each term. Total course fees are not required to be paid up-front. Part-time duration is calculated on the basis of studying one subject per term.

The fees listed are the indicative costs for 2019. Course fees are the same for both domestic and international students. The University reviews fees annually. The indicative total course fee is based on typical subject enrolments, and includes an indexation of 5 per cent per annum.

## A world class university

The University of Melbourne is consistently ranked among the leading universities in the world. The Times Higher Education World University Rankings placed us number one in Australia and number 32 in the world in its most recent release (2018).

## Studying online

Our courses are designed by a team of graphic designers, education technologists, video producers, video editors and technicians. Our expert e-learning designers work closely with teaching staff to make certain the content we create is ideal for the online medium. And, thanks to recent advances in technology, studying online is more interesting, enjoyable and interactive than ever before.

Online students come from different backgrounds and have many different stories to tell, but one thing that most have in common is that they're very busy. For that reason we make sure their education is as targeted and flexible as possible and available at the times that suit them. We make it possible to connect easily with experts and fellow students and to quickly access grades and academic feedback.

Although it's an entirely different learning experience to face-to-face, it is academically equivalent – and you receive exactly the same qualification as you would on campus. If you complete a master degree you will be invited to attend a graduation ceremony in Melbourne.

As an online student at the University of Melbourne you can expect:

-  Enriching and engaging learning
-  Flexibility and choice
-  Connection with leading experts
-  Interaction and feedback
-  Dedicated Student Support team
-  Virtual student community
-  Specialisation and career advancement

## Dedicated student support

As an online student with the University of Melbourne you can expect a high level of administrative and technical and academic support from your initial expression of interest in the course, through to your graduation.

Don't be surprised if you get to know our Student Support team members by name; they are dedicated, personable and friendly and they understand that every student experience is unique. And if a challenge arises, they'll do everything in their power to assist you so that you can continue to have excellent learning experiences.

## Key dates

Term	Intake
Term 1	January
Term 3	July

Classes operate on a term-based schedule, with two intakes per year. For more information about application closing dates please visit

<https://online.unimelb.edu.au/key-dates>

## Learn more

To learn more about this program, contact our Student Support team on [study-online@unimelb.edu.au](mailto:study-online@unimelb.edu.au) or **+61 3 8344 0149** (Mon - Fri 8am - 9pm, Sat - Sun 10am - 5pm, Public Holidays 10am - 5pm)

## Ready to apply?

Apply online at  
[online.unimelb.edu.au/meebt-apply](https://online.unimelb.edu.au/meebt-apply)

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