



Clinical Teaching graduate courses 100% online



THE UNIVERSITY OF
MELBOURNE

ONLINE CLINICAL TEACHING COURSES

Overview

The Master of Clinical Teaching, the only course of its kind in Australia, draws on cutting-edge research and insights to offer the latest teaching methods for practicing teachers.

It's a progressive way of thinking about education and learning that develops a new class of teacher, an educator whose ability to evaluate data and draw upon research can make an immediate impact on the learning and development outcomes of their students.

"The Clinical Teaching 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.

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.

The University of Melbourne offers two courses dedicated to this program:

- **Master of Clinical Teaching (2 years part time)**
- **Professional Certificate in Teaching (Clinical) (6 months part time)**

What are the benefits?

One of a kind

Although there are many Master of Education programs available at universities around Australia, no other institution offers a graduate degree for practising teachers in clinical teaching. This is a course that will truly set graduates apart from their peers.

The course provides a strong emphasis on developing skills in the individual assessment and observation of students, an approach based on evidence. Teachers will learn the latest methods and be able to apply them in the classroom and evaluate their impact on their students.

Support

The online platform provides structured opportunities for collaborative learning with peers, creating a supportive learning environment. With no more than 15 participants to a tutorial group, course participants will receive direct support from academic staff, including opportunities to interact in groups or one-on-one. Regular feedback from academics will provide the support that is required to excel.

Flexibility and choice

The Master of Clinical Teaching is offered wholly online, over two years as a part-time course, meaning participants can work towards a graduate qualification while they continue to teach.

What will I learn?

Clinical teaching is a pioneering approach to education. "Clinical" refers not to a medical focus, but to a research-based practice, with an emphasis on:

- careful investigation of evidence-based research
- analysis of individual students' learning needs
- close monitoring of students against developmental progressions.

The Master of Clinical Teaching will enable practising teachers to apply the theoretical knowledge learnt as part of the course to their day-to-day work in schools. The ultimate objective is to develop teachers who are able to tailor their teaching approach to suit individual student needs to achieve the best possible learning outcomes.

Graduates of the course will have developed the ability to generate, interpret and evaluate various forms of student data to plan interventions that support student growth.

Subject summaries

To gain the Master of Clinical Teaching you must complete four core 12.5 point subjects in the first four terms. The next four terms can be completed as either the coursework option, or research pathway option. Four 12.5 point subjects are required for the coursework option, whereas two subjects totalling 50 points are required for the research pathway option.

Year 1 - Core		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 course 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
Year 2 – Coursework Pathway		
Implementing Clinical Teaching	This subject will support participants to develop skills in using clinical models to target teaching to the point of student need. The subject will examine contextual influences on students' learning, then move to consider how clinical models may be used to inform teaching. 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
Researching Education Practice	In this subject, students will undertake a research project based on a limited number of topics focusing on clinical teacher practice. Projects will involve either a literature review, or the analysis of existing secondary data. The focus of all topics will be on the use of research to inform and improve student learning. Throughout the term students will receive ongoing supervision from a member of academic staff through online workshops. The capstone project will culminate with students synthesizing the findings of their research in a report.	12.5
Education Capstone Project (Clinical)	In this subject, students will undertake a research project based on a limited number of topics focusing on clinical teacher practice. Projects will involve either a literature review, or the analysis of existing secondary data. The focus of all topics will be on the use of research to inform and improve student learning. Throughout the term students will receive ongoing supervision from a member of academic staff through online workshops. The capstone project will culminate with students synthesizing the findings of their research in a report.	12.5

*Compulsory subject for Professional Certificate in Teaching (Clinical)

Subject summaries cont.

Year 2 - Coursework Pathway (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
OR		
Resilience and Relationships	<p>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.</p>	12.5
Year 2 – Research pathway		
Applied Research Methodology	<p>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.</p>	12.5
Applied Research Study	<p>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.</p>	37.5

Entry requirements

To apply for the Clinical 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% 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 seven** 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 2017 indicative fees

Course	Structure	Point program	Fee
Master of Clinical Teaching (2 years part time)	4 x 12.5 core subjects, plus either <ul style="list-style-type: none"> • Coursework pathway (3 core subjects and 1 elective) OR • Research pathway* (1 core subject and a Research Project) 	100 points	A\$ 23,944
Professional Certificate in Teaching (Clinical) (6 months part time)	<ul style="list-style-type: none"> • 2 x 12.5 compulsory subjects <p>After completing this program, you may be eligible for 25 credit points towards the Master of Clinical Teaching.</p>	25 points	A\$ 5,840

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 2017. 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.

For more information about fees and if you are eligible for fee assistance please visit: futurestudents.unimelb.edu.au/admissions/fees or contact our Student Support team on study-online@unimelb.edu.au or +61 3 8344 0149 (9am – 5pm AEST Monday – Friday).

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 33 in the world in its most recent release (2015-2016).








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.

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, personal 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	Applications close	Classes start
Term 3, 2017	28 May	10 July
Term 1, 2018	20 Nov	8 Jan

Learn more

To learn more about this program, contact our Student Support team on **study-online@unimelb.edu.au** or **+61 3 8344 0149 (9am - 5pm AEST Monday - Friday)**.

Ready to apply?

Apply online at
online.unimelb.edu.au/clinical-teaching.

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