

Effective Teaching, Effective Learning in the Quantitative Disciplines

Katherine Seaton*

Would you like to learn more about learning and teaching *in our discipline*? You might be new to teaching, be interested in building a case for promotion, or wanting to improve good practice even further by reading and reflection.

Then you should enrol in the free on-line professional development unit *Effective Teaching, Effective Learning in the Quantitative Disciplines*.

Several universities have agreed to accept the certificate of completion for this discipline-based unit as a substitute for the generic teaching-and-learning training that they require, or as one unit in a Graduate Certificate of Higher Education. You may be able to negotiate this with your own institution, or it may have been agreed already.

You need to enrol formally and complete three assessment tasks, to receive the certificate of completion.

The unit will commence on Monday 18 July. All of the assessment tasks involve production of teaching and assessment materials and reflection upon them, and must be completed in the context of teaching a class. The time commitment for this unit is three or four hours per week.

The unit's home is the AustMS website. It is being coordinated from La Trobe in 2016 on behalf of the AustMS Standing Committee on Mathematics Education. It was developed under an ALTC grant, by a project team of *mathematicians*, and has been offered since 2011.

For more information, including the unit outline and details of assessment, visit the unit website (<http://www.austms.org.au/Professional+Development+Unit>) or contact the unit co-ordinator, Katherine Seaton (k.seaton@latrobe.edu.au).

Comments from previous graduates include:

‘Thank you very much for all support and comments throughout the professional development unit. I have learned a lot of things that I never concern about in my teaching practice. The unit material is really useful. It definitely helps me to develop my early career.’ (Participant 2012)

‘I have found the course very useful in guiding teaching ideas and research into maths education.’ (Participant 2013)

‘Overall the material was very engaging and motivating. I felt it had a real impact on my teaching this semester.’ (Participant 2011)

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