School of Education

EDST 5126
Issues in Higher Education

Term 1, 2019

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IMPORTANT :
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
Level 1, John Goodsell Building (F20)
T: +61 2 9385 1977
E: education@unsw.edu.au
W: education.artsunsw.edu.au

2. STAFF CONTACT DETAILS

Course Convenor:	Professor Stephen Marshall
Office Location:	Room 111, Level 1, John Goodsell Building
Email:	stephen.marshall@unsw.edu.au
Phone:	02 9385 8422
Availability:	By appointment. Please contact 9385-8422 or email to the above address.

3. ATTENDANCE REQUIREMENTS

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode, whether on-campus or on-line, except in certain circumstances where absence is due to illness, misadventure, unforeseen circumstances beyond the student's control, or otherwise indicated.

A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met.

Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

4. COURSE DETAILS

Course Name	Issues in Higher Education
Credit Points	6 units of credit (6 UOC)
Workload	150 hours incorporating weekly individual and group online learning activities, reading, and assignment preparation.
Schedule	Weekly on-line seminars on Mondays from 5.00 to 7.00pm beginning Monday of Week 1 **(18 February 2019)** Http://classutil.unsw.edu.au/EDST_T1.html#EDST

Summary of Course

This course will engage you in key debates related to significant contemporary issues in research, policy and practice in HE. Specifically in the areas of: (a) the organisation, governance and management of HE; (b) leadership in HE; (c) students and learning in HE; (d) educational design for HE; (e) teachers and teaching in HE; (f) the structure and development of academic work; (g) research; and (h) the assurance of quality in higher education.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

The main ways in which the course has changed since last time as a result of student feedback are:

1. the course has been re-designed so that it can be completed fully on-line
2. readings associated with weekly learning activities have been updated
3. requirements of Assessment Task 2 have been made clearer
4. assessment rubrics to support personal and peer review of responses to assessment tasks 1 and 2 have been revised.

Course Learning Outcomes (CLOs)

At the end of this course you should have developed a demonstrable capacity to:

Outcome		Assessment Task
1	Identify current issues relating to and impacting on higher education	1,2
2	Evaluate and apply theoretical and conceptual models to analyse current challenges in higher education	1,2
3	Develop strategies to address current issues in an identified higher education context	2

Program Learning Outcomes

By the end of your studies in the MEd program your should be able to:

Outcome		Assessment Task
1	**Advanced disciplinary knowledge and practices** Demonstrate an advanced understanding of the field of education as it relates to higher education, and the ability to synthesize and apply related disciplinary principles and practices to new or complex environments.	1,2
2	**Research-based learning** Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
3	**Cognitive skills and critical thinking** Demonstrate advanced critical thinking and problem solving skills	1,2

5. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The national and international context for Higher Education is constantly changing. Increasing demand for universities to support:

- the international community to address global challenges;
- nations and local communities to address their local development needs; and
- global/local efforts to ensure all peoples enjoy the benefits of peace, freedom and social justice,

coupled with rapid population growth, changing demographics and technology, has resulted in significant and fundamental questions being asked about the appropriateness of all aspects of traditional HE policy and practice.

This course is specifically designed to enable you:

- to identify, within defined areas of research, policy and practice in HE, significant contemporary issues in need of resolution, and in the case one chosen issue
- to explore how this issue might be addressed.

Thus, each week the course will introduce you to a different area of HE research, policy and practice, providing you with opportunities to develop a broad understanding of the area, and of some of the many challenges / issues faced by the sector, in this area.

6. TEACHING STRATEGIES

To engage you in the process of exploring some of the contemporary issues facing HE today, the course employs 10 weekly online learning modules that require you to read, collate, analyse, reflect, and evaluate current research, policy and practice in HE.

In each module you will be scaffolded and supported in your work by:

- designated readings
- a weekly two-hour online seminar, and
- a structured learning activity.

Two assessment tasks will provide you with opportunities to synthesise and demonstrate your developing understanding of the nature of the issues facing HE in the areas of research, policy and practice considered.

The course makes use of Moodle as the learning management system and Zoom as the online seminar tool.

There will be opportunities for you to work independently, to collaborate with peers, and to give and receive feedback on your own and others' work in responding to learning activities and assessment tasks.

7. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	11 Feb	**Overview of course and course requirements** • Complete Week 0 Introductory Activity
1	18 Feb	**Researching HE** • On-line seminar 5.00-7.00pm Monday 18 Feb 2019 • Week 1 Learning Activity • Assessment Task 1 – Week 1 **LA Posts** due by **5pm Sunday 24 Feb 2019**
2	25 Feb	**Organization, Governance & Management of HE** • On-line seminar 5.00-7.00pm Monday 25 Feb 2019 • Week 2 Learning Activity • Assessment Task 1 – Week 2 **LA Posts** due by **5pm Sunday 3 Mar 2019**
3	4 Mar	**Leadership in HE** • On-line seminar 5.00-7.00pm Monday 4 Mar 2019 • Week 3 Learning Activity • Assessment Task 1 – Week 3 **LA Posts** due by **5pm Sunday 10 Mar 2019**
4	11 Mar	**Students and Learning in HE** • On-line seminar 5.00-7.00pm Monday 11 Mar 2019 • Week 4 Learning Activity • Assessment Task 1 – Week 4 **LA Posts** due by **5pm Sunday 17 Mar 2019**
5	18 Mar	**Educational Design for HE** • On-line seminar 5.00-7.00pm Monday 18 Mar 2019 • Week 5 Learning Activity • Assessment Task 1 – Week 5 **LA Posts** due by **5pm Sunday 24 Mar 2019**
6	25 Mar	**Structure and Development of Academic Work** • On-line seminar 5.00-7.00pm Monday 25 Mar 2019 • Week 6 Learning Activity • Assessment Task 1 – Week 6 **LA Posts** due by **5pm Sunday 31 Mar 2019**
7	1 Apr	**Research and HE** • On-line seminar 5.00-7.00pm Monday 1 Apr 2019 • Week 7 Learning Activity • Assessment Task 1 – Week 7 **LA Posts** due by **5pm Sunday 7 Apr 2019**
8	8 Apr	**Assuring Quality in HE** • On-line seminar 5.00-7.00pm Monday 8 Apr 2019 • Week 8 Learning Activity • Assessment Task 1 – Week 8 **LA Posts** due by **5pm Sunday 14 Apr 2019** • Begin/Continue drafting your response to Assessment Task 2
9	15 Apr	**Independent Research and Writing** • Continue drafting your response to Assessment Task 2 • On-line seminar 5.00-7.00pm Monday 15 Apr 2019 • Submit your draft response to Assessment Task 2 for peer review by **05.00pm Friday 19 April 2019** • Review a colleague's response to Assessment Task 2 by **5pm on Sunday 21 Apr 2019**
10	22 Apr	**Independent Research and Writing** • Complete your response to Assessment Task 2 in light of your colleague's feedback • On-line seminar 5.00-7.00pm Monday 15 Apr 2019 • Submit your response Assessment Task 2 **– Essay** by **5pm on Sunday 28 April 2019**

8. READINGS

Prescribed Text

There is NO prescribed text for this course.

Prescribed Readings

A list of the prescribed readings for each weekly work module can be found in the **Course Information** section of the course's Moodle site.

Readings can be accessed from the library using the **Leganto link** in the **Course Information** section of the course's Moodle site. Alternatively, readings relevant to each week can be **downloaded** directly from the appropriate week in Moodle.

Information concerning higher education can be identified and accessed from a wide variety of sources including the UNSW Library and its website:

http://info.library.unsw.edu.au/web/services/services.html

In addition, a number of on-line search engines such as Google Scholar, and websites such as those associated with the NTEU, Universities Australia, the Go8, or Universitas 21 can assist you to locate and access relevant information.

9. ASSESSMENT

Assessment tasks in this course are designed to scaffold your learning and provide you with opportunities to **synthesise** and **demonstrate**:

- your understanding of the nature of the issues facing HE in the areas of research, policy and practice considered, and
- your capacity to develop, articulate and justify a plan for addressing one of these issues.

Details of Assessment Tasks

Assessment Task 1 (40% weighting) (Maximum 3000 words or equivalent) (CLO's 1 and 2)

Submission Dates:

- *Weekly Submissions:* *5pm each Sunday from 24 Feb to 28 Apr 2019*
- **FINAL Submission Date:** **5pm Sunday 28 Apr 2019**

Each week you will be expected to contribute, via the course's Moodle site, to a Learning Activity that relates to that week's topic(s) of interest. Over time, your contributions to these activities will accumulate and collectively comprise your e.portfolio of significant contemporary issues in HE.

Assessment Task 2 (60% weighting) (Maximum 3000 words or equivalent) (CLO's 1, 2 and 3)

Submission Dates:

- *Draft for Peer Review:* *05.00pm on Friday 19 April 2019*
- **FINAL Submission Date:** **5pm on Sunday 28 April 2019**

(Assessment Task 2 builds on the work you do in responding to one of the Learning Activities comprising Assessment Task 1)

Taking into account the local, national and international context for higher education, and with appropriate scholarly justification:

a. Identify a significant contemporary issue in HE that you believe needs to be addressed
b. articulate a strategy and plan to address this issue.

Assessment Schedule

Assessment Component	Description	Length	Weight	CLOs Assessed	PLOs Assessed	Due Date
Task 1	e.Portfolio of Weekly Learning Activities	3000 words or equivalent	40 %	1, 2	1, 2, 3	By **5pm each Sunday from 24 Feb to 28 Apr 2019**
Task 2	Essay or Equivalent	3000 words or equivalent	60 %	1, 2, 3	1, 2, 3	By **5pm Sunday 28 Apr 2019**

Assessment Criteria, Grading and Feedback

In **assessing** your work two questions will be considered:

1. Have you fulfilled ALL of the requirements of the assessment task?

2. How well have you demonstrated your achievement of the learning outcomes (including the graduate capabilities or Program Learning Outcomes) associated with the task?

Performance against each assessment criterion will be determined in accord with the **Assessment Rubric** associated with each task. These can be found in the **Course Information** section of the course's Moodle site.

Formative feedback on your / your group's response to each week's Learning Activity will be provided via Moodle.

Summative feedback on each assessment task (your e.Portfolio of responses to weekly learning activities and your essay) will be provided on a designated **Feedback Sheet** (copies of each of these Feedback Sheets are provided below).

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5126 ISSUES IN HIGHER EDUCATION

Student Name: Student No.:

Assessment Task 1: e.Portfolio of Learning Activity Posts

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the question or issue and the key concepts involved Your posts demonstrate: • an understanding of the tasks involved • a depth of understanding of key principles, concepts, issues associated with these tasks • evidence appropriate responses to the tasks					
Depth of analysis and/or critique in response to the task Your posts demonstrate: • depth of analysis of theoretical as well as practical and policy-related issues • clarity and depth of understanding of the implications of these issues					
Familiarity with and relevance of professional and/or research literature used to support response • Your posts make appropriate and effective use of the relevant (inter)national research and professional literatures to support your analyses.					
Structure and organisation appropriate to the task • Your posts are appropriately structured given the nature of the task and make appropriate use of headings, introductions, transitions, and summaries to enhance readability.					
Appropriate academic and linguistic conventions Your posts: • clearly, consistently and appropriately apply conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style) • use vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Professor Stephen Marshall **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET

EDST 5126 ISSUES IN HIGHER EDUCATION

Student Name: Student No.:

Assessment Task 2: Essay or Equivalent

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the question or issue and the key concepts involved Your response demonstrates: • an understanding of the tasks involved in responding to this assessment task • a depth of understanding of the key concepts and principles involved with the identified issue and the strategy/plan to address it • evidence and appropriate response to the tasks					
Depth of analysis and/or critique in response to the task Your response demonstrates: • depth of analysis of theory, practice and policy related to the identified issue • clarity and depth of understanding of the implications of this issue • clarity and depth of understanding of the strategies necessary to resolve this issue					
Familiarity with and relevance of professional and/or research literature used to support response • Your response makes appropriate and effective use of the relevant (inter)national research and professional literatures to support your analyses.					
Structure and organisation appropriate to the task • Your response is appropriately structured given the nature of the task and makes appropriate use of section headings, introductions, transition signals, and summaries to enhance readability.					
Appropriate academic and linguistic conventions Your response: • clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style) • uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Professor Stephen Marshall **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Feedback on each assessment task will be provided in accord with the schedule below.

Assessment Task	Feedback Mechanism	Feedback Date
Weekly contributions to your e.Portfolio	Written collective feedback via Moodfle	Each week
e.Portfolio	Written individual feedback – on Assessment Task 1 Feedback Sheet	Within 10 business days of final submission
Essay or Equivalent	Written individual feedback – on Assessment Task 2 Feedback Sheet	Within 10 business days of submission

Submission of Assessment Tasks

Assessment Task 1 - Your opportunity to modify or update your e.Portfolio in Moodle will close at **5pm on Sunday 28 April 2019.**

Assessment Task 2 - Your essay (or equivalent) should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: stephen.marshall@unsw.edu.au by **5pm on Sunday 28 April 2019**.

You no longer need to use a cover sheet on your assessment tasks. However you are expected to **put your name and student number on every page of your submissions** (Assessment Task 2 only).

You are also required to **keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination**. If an assessment is mislaid the student is responsible for providing a further copy.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application.

If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- Prevent you from completing a course requirement,
- Keep you from attending an assessable activity,
- Stop you submitting assessable work for a course,
- Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

10. RESOURCES

Moodle Course

EDST 5126 Issues in Higher Education has an on-line presence within Moodle where you can find:

1. **i***nformation* concerning the structure and processes of the course (including further information about assessment tasks)
2. independent and/or group *learning activities* for each of the topics included in the Course Schedule
3. *tools* that you can use for independent research, collaboration, and sharing of information
4. *links* to access readings and the course's online face-to-face seminars.

You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.

Online Seminars

The online seminars associated with the course are **COMPULSORY**.

The seminars will be conducted via ***ZOOM***.

Login details for each online seminar can be found in *the relevant weekly section* in Moodle. Simply click on the link. If you have difficulty, cut and paste the URL into *your web browser* and *enter the information required*.

These online seminars will **begin at 5.00 pm** each Monday evening.

If you intend to participate you should **LOGIN FROM 4.55 – 5.00pm**.

Login after 5.10 pm will be blocked to prevent disruption to the class.

Seminars will run as long as needed, but will always **conclude by 7.00pm**.