UNSW SYDNEY Arts & Social Sciences

School of Education

EDST 5121
Introduction to University Learning and Teaching

Term 3 2020

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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 Bedegal 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
EDST5121 Introduction to University Learning and Teaching (6uoc)
Term 3 2020

2. STAFF CONTACT DETAILS

Course Convenor:	Professor Stephen Marshall
Office Location:	Morven Brown Building, G20
Email:	stephen.marshall@unsw.edu.au
Availability:	Email to arrange an appointment.

3. COURSE DETAILS

Course Name	Introduction to University Learning and Teaching
Credit Points	6 units of credit (6 UOC)
Workload	150 hours incorporating online seminars, individual and group learning activities, and the preparation of two assignments.
Schedule	The course is offered as scaffolded online study with weekly online seminars between 5 and 7pm on Tuesday in weeks 1, 2, 3, 5, 6, 8 and 10. http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

This course is the single compulsory core course in the Graduate Certificate in University Learning and Teaching (GCULT) Program.

It builds on UNSW's Foundations of University Learning and Teaching (FULT) Program and provides a pathway from non-accredited to accredited study in university learning and teaching. As such, the course will *introduce* you to a range of topics and issues in learning and teaching in higher education. You will engage with current theories on learning and teaching in higher education, consider various approaches to pedagogy, and investigate, in a scholarly and reflective way, a learning and teaching challenge in your own or your discipline's current teaching practices.

PRE-REQUISITE

Satisfactory completion of UNSW Foundations of University Learning and Teaching (FULT) Program or equivalent. Current or previous (within the last three years) teaching practice within a higher education institution.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK

- You will be provided with more opportunities for engagement with the teaching staff and your fellow students via weekly on-line learning activities and seminars
- You will be given the opportunity to give and receive feedback on draft assignments through the inclusion of a peer review exercise prior to the submission date for each assignment.
- You will be provided with a recording of the online seminar each week via Moodle.

COURSE LEARNING OUTCOMES

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

Outcome		Assessment/s
1	Apply critical reflective practice to review and improve your own teaching, teaching within your discipline, student learning and related activities	1 & 2
2	Apply scholarly readings on curriculum, assessment and pedagogy to inform teaching and related educational practices.	1 & 2
3	Identify professional and ethical implications of adopting new educational practices for teachers and students	2

PROGRAM LEARNING OUTCOMES

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

Outcome		Assessment/s
1	Articulate specialised knowledge of key theories of learning and teaching in higher education	1 & 2
2	Analyse factors affecting learning and teaching in higher education, nationally and internationally	1 & 2
3	Apply principles of good practice for learning and teaching to higher education	1 & 2
4	Apply scholarly and reflective practices for continuous improvement in learning and teaching**.**	1 & 2
5	Communicate and collaborate in scholarly, ethical, respectful and responsible ways.	1 & 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Educators learn best when they are actively engaged in analysing their own teaching and related practices and implementing new solutions to identified problems or challenges.

5. TEACHING STRATEGIES

The teaching strategy in this course requires you to collate, reflect, analyse and evaluate your own discipline-based teaching related practices, and through scholarly reading, identify pathways that may lead to evidence of improvement in student learning outcomes and/or experience.

The bulk of the work will be carried out by you independently or as part of a small group. However, you will be scaffolded and supported in your work by weekly learning activities and online seminars.

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

There will be opportunities for you to give and receive feedback on your own and others' developing understanding of learning and teaching in higher education prior to the submission of each required assessment task.

The weekly work modules will help focus your learning through engagement with key readings and resources on topics related to the work you need to do to complete your two required assessment tasks.

6. COURSE CONTENT STRUCTURE AND SCHEDULE

Module	Week Beginning	Focus Topic and Work Schedule
0		**Week 0: Overview of course and course requirements** • Introduction to the course, course requirements
1*	14 Sep	**Week 1: Learning and teaching in universities** • Personal beliefs and practices about learning and teaching • Theories of learning and their implications for teaching • Discipline based teaching and signature pedagogies • ***Learning Activity*** - Understandings of Learning & Teaching in HE
2*	21 Sep	**Week 2: Educational design for effective learning** • Considerations and challenges in effective educational design • Designing purposeful and effective assessment strategies and tasks • Determining the role(s) of ICT in learning and teaching in HE • ***Learning Activity*** - Understandings of Educational Design in HE
3*	28 Sep	**Week 3**: **Identifying educational practices in need of improvement** • Quality Assurance and Improvement (QA&I) of HE learning and teaching • Critical scholarly reflection in QA&I of HE learning and teaching • Assessing the quality of learning, teaching and educational design in HE • ***Learning Activity*** – Scaffolding the development of your response to AT1
4	5 Oct	**Week 4: Independent Writing** • Guidelines for preparing and submitting your draft response to AT1 • Preparing you draft response to AT1 • **Submit your draft response** to **AT1 for peer review** by **5.00pm Friday 9 October 2020**
5*	12 Oct	**Week 5: Peer Review and Revision of Assessment Task 1** • ***Learning Activity*** - Reviewing and revising a draft response to AT1 • **Return your peer's response to AT1** by **5.00pm Wed 14 October 2020** • **Submit your final response** to **AT1** by **5.00 pm Mon 19 Oct 2020**
6*	19 Oct	**Week 6: Improving Practice in Learning, Teaching and/or Ed Design** • Developing and articulating strategies and plans for improvement • ***Learning Activity*** - Exploring and articulating options for improvement • Begin drafting your response to Assessment Task 2
7	26 Oct	**Week 7: Independent Writing** • Guidelines for preparing and submitting your draft response to AT2 • Preparing your draft response to AT2 • Submit your **draft response** to **AT2 for peer review** by **5.00pm Friday 30 October 2020**
8*	2 Nov	**Week 8: Peer Review of Assessment Task 2** ***Learning Activity*** – Guidelines for reviewing a draft response to AT2 • Reviewing your Peer Review Partner's draft response to AT2 • **Return your peer's response to AT2** by **5.00pm Friday 6 Nov 2020**
9	9 Nov	**Week 9: Independent writing** • Consider the feedback from your PRP on your draft response to AT2 • Revise/finalise your response to Assessment Task *2*
10*	16 Nov	**Week 10: Reflecting on your learning from EDST 5121** • Submit **your completed response** to **AT2** by **5.00 pm Monday 16 Nov 2020** • Course Evaluation • Future study options in higher education

* On-line seminar scheduled on Tuesday of this week from 5.00 – 7.00pm

7. RESOURCES

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts. However, you are encouraged to read more widely in the scholarly literature on learning and teaching in higher education generally, and in your discipline in particular.

Prescribed Texts

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. (4th ed.). Buckingham, UK: SRHE and Open University Press.

Core Readings

Learning and teaching in universities

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 1: Understanding Learning: theories and critique, pp.3-20.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning*. (4th ed.). Buckingham, UK: SRHE and Open University Press. Chapter 2: Teaching according to how students learn, pp. 16-33.

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 2: Effective classroom teaching, pp.21-37.

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 3: Discipline-based teaching, pp.38-55.

Educational design for effective learning

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 6: Designing subjects for learning: practical research-based principles and guidelines, pp.93-111.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning*. (4th ed.). Buckingham, UK: SRHE and Open University Press. Chapter 7: Designing for intended learning outcomes, pp. 113-132.

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning*. (4th ed.). Buckingham, UK: SRHE and Open University Press. Chapter 10: Aligning assessment tasks with intended learning outcomes, pp. 191-223.

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 5: Using effective assessment to promote learning, pp.74-91.

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 7: Designing online and blended learning, pp. 112-127.

Identifying educational practices in need of improvement

Hunt, L. & Chalmers, D. (Eds). (2012). University teaching in focus. A learning-centred approach. Camberwell: ACER Press. Chapter 14: A quality approach to university teaching, pp. 235-252.

Peters, J. & Weisberg, M. (2011). A teacher's reflection book: exercises, stories, innovations. Durham, NC: Carolina, Academic Press. Chapter 2: Reflection: What it is and how to practice it, pp. 25-61.

Moodle Course

EDST 5121 Introduction to University Learning and Teaching has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics included in the Course Schedule
3. tools that you can use for independent research, collaboration, and sharing of information.

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.

Weekly Learning Activities and Online Seminars

The weekly learning activities and online seminars associated with the course represent a good opportunity for you to:

- engage with your peers in negotiating the meaning of the key constructs and theories of university learning and teaching examined in the course,
- compare and contrast the significance of these constructs and theories for you and for others
- identify individuals with whom you may share similar interests or who are facing similar learning and teaching challenges to yourself, who could become a learning partner.

Please note, that as this course is offered fully online, to meet the School of Education's Attendance Requirements (see **https://education.arts.unsw.edu.au/students/courses/course-outlines/**) you will need to **complete/participate in 80%** (6 out of 7) of all weekly **learning activities** and **online seminars.**

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

Login details for each seminar can be found in the ***resources section in the RELEVANT WEEK*** in the course's Moodle site.

Simply ***open your web browser*** and ***enter the information required*** from that provided.

Seminars will begin at **5.00 pm "sharp" each Tuesday** evening in weeks **1, 2, 3, 5, 6, 8 and 10.**

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

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

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

UNSW Library and Online Search Engines

Information concerning higher education learning and teaching 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.

8. ASSESSMENT

Assessment	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1: Review of a learning and teaching challenge in your discipline	2000 words or equiv.	50%	1, 2	1, 2, 3, 4, 5	**By 5.00pm Monday 19 Oct 2020**
Task 2: Plan to address a learning and teaching challenge in your discipline	2000 words or equiv.	50%	1, 2, 3	1, 2, 3, 4, 5	**By 5.00pm Monday 16 Nov 2020**

Assessment tasks in this course build on those you have already completed in your Foundations of University Leaning and Teaching (FULT) studies by providing you with further opportunities based on your deepening understanding of the theories and principles that underlie effective teaching and learning in higher education generally and in your discipline in particular, to identify an aspect of current teaching and/or learning practice in your discipline that you believe is in need of renovation or improvement, and to propose a plan to bring this improvement about.

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm.

Drafts of assessment task responses submitted for Peer Review can be emailed directly to your peer review partner and the Course Convenor using your student email address.

FINAL submissions in response to assessment tasks MUST be submitted online **in the form of a ".doc" or ".docx" file via Turnitin** in the Course's Moodle Site.

You do not 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 assignment submissions** (where appropriate).

Students 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment Task 1 (50% weighting) (Maximum of 2000 words) (CLOs 1 and 2)

Submission Dates:

- Draft for Peer Review: 5.00pm on Friday 14 October 2020
- **FINAL Submission Date:** **5.00pm on Monday 19 October 2020**

a. Identify an aspect of teaching and/or learning in your own / your discipline's current practice that you believe is in need of renovation or improvement.
b. Taking into account the *local, national* and *international context* in which you work, and relevant educational literature, prepare a review and scholarly critique of this area of your / your discipline's current learning and/or teaching practice. Your review should make reference to the UNSW context and especially the university's goal to ensure all students benefit from its goal to create a Scientia Education Experience.

Assessment Task 2 (50% weighting) (Maximum of 2000 words) (CLOs 1, 2 and 3)

Submission Dates:

- Draft for Peer Review: 5.00pm on Friday 30 October 2020
- **FINAL Submission Date:** **5.00pm on Monday 16 November 2020**

Building on your response to Assessment Task 1:

a. Outline, with reference to the appropriate scholarly literature on learning and teaching in higher education, the changes that you believe need to be made to you / your discipline's current teaching and/or learning practices to address the area(s) of practice that you identified as being in need of improvement. In doing so, take into consideration the ethical as well as pedagogical implications of adopting new or changed educational practices.
b. Prepare a broad *action plan* that might be used to guide the implementation of the changes you have identified. The action plan should be in a table format and should contain a succinct articulation of the purpose and desired outcomes of the change process; a prioritized list of actions required to effect these changes; along with an indication of who should take responsibility for implementing each of these actions

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) associated with the task?

Feedback on each assessment task (Assessment Task 1 and Assessment 2) will be provided:

- *Formatively*, by a peer, via a private correspondence with your peer review partner and the Course Convenor
- *Summative*, by the Course Convenor, on a designated **Feedback Sheet** (copies of which follow) in accord with the schedule below.

Assessment Task	Feedback Mechanism	Feedback Date
Assessment Task 1	Written – on Assessment Feedback Sheet	Within 10 working days
Assessment Task 2		

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name: Student No.:

Assessment Task 1: **Review of current practice**

SPECIFIC CRITERIA **Your response demonstrates:**	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the key issues and concepts involved • Taking into account the UNSW context and especially the Scientia Education Experience, your response provides a clear description and explanation of the key issues and concepts involved in the area of current learning, teaching and/or educational design practice identified as being in need of renovation or improvement.					
Depth of analysis and/or critique in response to the task • Your response provides a deep critical analysis of the learning, teaching and/or educational design issues identified in your own / your discipline's current practice					
Familiarity with and relevance of professional and/or research literature • Your response makes appropriate and effective use of the relevant literature to support your review.					
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: o clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style) o uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.					
GENERAL COMMENTS / RECOMMENDATIONS					

Lecturer: Professor Stephen Marshall **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

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 5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name: Student No.:

Assessment Task 2: **Plan for improvement**

SPECIFIC CRITERIA **Your response demonstrates:**	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)

Understanding of the key issues and concepts involved
• Your response:
  • provides a clear, in-depth explanation with explicit reference to the UNSW context and the Scientia Education Experience, of the changes to current practice necessary to address the identified issues in your/ your discipline's current learning, teaching and/or educational design practices
  • includes a clearly articulated action plan to effect these changes.					

Depth of analysis and/or critique in response to the task • Your response provides a deep critical analysis of the changes required to address the identified learning and teaching issues in your / your discipline's current practice – one that takes into consideration the ethical and pedagogical implications of these changes					
Familiarity with and relevance of professional and/or research literature • Your response makes appropriate and effective use of relevant literature to support your arguments for change and to identify and resolve the ethical and pedagogical implications of adopting the proposed changes					
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					

Lecturer: Professor Stephen Marshall **Date:**

Recommended: /20 (FL PS CR DN HD) **Weighting: 50%**

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.**