



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST 5122**  
**Enhancing Student Learning**  
**in Higher Education**

**Term 3 2020**

## CONTENTS

1. LOCATION.....	3
2. STAFF CONTACT DETAILS.....	3
3. COURSE DETAILS .....	3
COURSE LEARNING OUTCOMES.....	4
PROGRAM LEARNING OUTCOMES.....	4
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH .....	5
5. TEACHING STRATEGIES.....	5
6. COURSE CONTENT STRUCTURE AND SCHEDULE .....	6
7. RESOURCES.....	7
8. ASSESSMENT.....	8

### 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  
EDST 5122 Student Learning in Higher Education (6 units of credit)  
Term 3 2020

## 2. STAFF CONTACT DETAILS

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

## 3. COURSE DETAILS

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<b>Course Name</b>	Enhancing Student Learning in Higher Education
<b>Credit Points</b>	6 units of credit (6 UOC)
<b>Workload</b>	150 hours incorporating online seminars, individual and group learning activities, independent reading, and the preparation of a response to two assessment tasks.
<b>Schedule</b>	The course is offered as scaffolded independent study with online seminars between 5 and 7pm on Monday evenings beginning in Week 1 (Monday 14 <sup>th</sup> September 2020) and then <u>as indicated in the Course Schedule</u> from Monday 21 September 2020. <a href="http://classutil.unsw.edu.au/EDST_T3.html">http://classutil.unsw.edu.au/EDST_T3.html</a>

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## SUMMARY OF COURSE

This course is an **elective course** in the Graduate Certificate in University Learning and Teaching (GCULT) and Master of Education (Higher Education) programs programs.

It utilises and builds on theories of learning and teaching introduced in the University's Foundations of University Learning and Teaching program, and in *EDST 5121 Introduction to University Learning and Teaching*.

The course is based on the assumption that improvements to student learning (experience and outcomes) are underpinned by an understanding of how people learn.

In this course you will consider learning from a number of different perspectives: your own; those of your colleagues and students; and the diverse range of perspectives found in the educational literature, including adult learning literature, higher education literature, disciplinary based learning and teaching literature, and educational psychology literature.

You will be provided with opportunities to analyse, critique and explore: your current (perhaps taken-for-granted) assumptions and beliefs about learning and the impact of these on your current teaching practices; and the nature of "good" teaching, as informed by contemporary theories of learning, in different contexts (on-campus, online and in blended settings) in higher education.

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

- You will be provided with more opportunities for engagement with the teaching staff and your fellow students via 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.

COURSE LEARNING OUTCOMES

Outcome		Assessment/s
1	Articulate and evaluate student and/or teacher perspectives of learning with reference to current theories of learning	1, 2, 3
2	Use literature to critically appraise learning in specific educational (on-campus, online and blended) and/or disciplinary contexts	1, 2, 3
3	Analyse student – teacher interactivity in various educational (on-campus, online and blended) and/or disciplinary contexts	1, 3
4	Develop strategies to positively impact on student learning in specific educational (on-campus, online and blended) and/or disciplinary contexts	1, 3

PROGRAM LEARNING OUTCOMES

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

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Research suggests that students learn best when they are actively engaged in their learning through analysis, discussion, collaboration, reflection and application. Thus research has driven a shift in the way we teach, moving from a transmission approach, to learning centred and blended learning approaches. The teaching strategies in this course aim to model these approaches.

#### **5. TEACHING STRATEGIES**

To scaffold and support your learning, you will be provided with:

- (a) key readings on theories of learning and their implications for teaching in higher education,
- (b) online learning activities aimed at developing critical awareness of the constructs and theories contained in these readings, and
- (c) online tools to enable and foster collaboration and facilitate discussion and reflection on the implications of these theories and constructs for practice.

Three assessment tasks including regular weekly learning activities will facilitate the transfer of your knowledge of key constructs and theories of learning and teaching into practical actions that you might use as a teacher to more effectively scaffold and support your students' learning.

The teaching strategies utilised in this course are fully aligned with the course's learning outcomes, and are designed to maximize your potential to achieve these outcomes and to complete the course's assessment tasks.

As a fully online course, the course will make use of Moodle as its learning management system and Zoom as its online seminar tool.

Clearly defined Weekly Learning Activities will help focus your engagement with key constructs and theories and scaffold the work you need to do to complete your two required assessment tasks.

## 6. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	7 Sep	<b><u>Week 0: Overview of course and course requirements</u></b> <ul style="list-style-type: none"> <li>• Introduction to the course, course requirements</li> </ul>
1*	14 Sep	<b><u>Week 1: Teachers' Assumptions and beliefs about students, learning and teaching</u></b> <b><u>Learning Activity</u></b> - Articulating and comparing personal assumptions and beliefs about students, learning and teaching <b><u>Online Seminar</u></b> – Revealing and articulating personal assumptions and beliefs about students, learning and teaching
2*	21 Sep	<b><u>Week 2: Preparing and peer reviewing a draft response to Assessment Task 2 (AT2)</u></b> <ul style="list-style-type: none"> <li>• Complete the learning activities from Week 1</li> <li>• Draft your response to AT2</li> <li>• <b>Submit your draft response to AT2 for Peer Review by 5.00pm Friday 25 September 2020</b></li> </ul> <b><u>Online Seminar</u></b> – The process to be used for Peer Reviewing Draft Responses to AT2
3	28 Sep	<b><u>Week 3: Revising your response to AT2 in light of your peer review partner's feedback</u></b> <ul style="list-style-type: none"> <li>• <b>Return your Peer Review Partner's draft response to AT2 with your comments by 5.00pm Monday 28 September 2020</b></li> <li>• Redraft your response to Assessment Task 2 in light of peer review feedback</li> <li>• <b>Submit your FINAL revised response to AT2 by 5.00PM Friday 2 October 2020</b></li> </ul>
4	5 Oct Labour Day	<b><u>Week 4: Perspectives on Students, Learning and Teaching in HE</u></b> <b><u>Learning Activities</u></b> - Exploring seminal theories on students, learning & teaching in HE
5*	12 Oct	<b><u>Week 5: Foundations of Contemporary Theories of Learning and Teaching in HE</u></b> <b><u>Online Seminar</u></b> – Engaging with the Scholarly Literature <b><u>Learning Activities</u></b> - Exploring the foundations of contemporary theories of learning in HE
6*	19 Oct	<b><u>Week 6: Learning In a Connected World</u></b> <b><u>Online Seminar</u></b> – Learning in a connected world: new ways of learning, new ways of knowing? <b><u>Learning Activity</u></b> – Learning In a Connected World – Connectivist and Collaborativist Theories of Learning and Teaching.
7	26 Oct	<b><u>Week 7: Teaching and Learning in On-Campus, Online and Blended Contexts</u></b> <b><u>Learning Activity</u></b> – Developing your case for an approach to teaching and learning in on-campus, online and blended contexts.
8*	2 Nov	<b><u>Week 8: Preparing a draft response to Assessment Task 3 (AT3)</u></b> <b><u>Online Seminar</u></b> – Preparing and Peer Reviewing draft responses to AT3 <ul style="list-style-type: none"> <li>• Draft your response to AT3</li> <li>• <b>Submit your draft response to AT3 for Peer Review by 5.00pm Mon 9 November 2020</b></li> </ul>
9	9 Nov	<b><u>Week 9: Reviewing and Revising Draft Responses to AT3</u></b> <ul style="list-style-type: none"> <li>• Review your Peer Review Partner's draft response to AT3</li> <li>• <b>Return your Peer Review Partner's draft response to AT3 with your comments by 5.00pm Friday 13 November 2020</b></li> <li>• Redraft your response to Assessment Task 3 in light of peer review feedback</li> </ul>
10*	16 Nov	<b><u>Week 10: Reflections on my learning and experiences from EDST 5122</u></b> <b><u>Online Seminar</u></b> - Reflections on my learning and experiences from EDST 5122 <b><u>Learning Activity</u></b> – Updating your Teaching Philosophy Statement <ul style="list-style-type: none"> <li>• <b>Submit your FINAL revised response to AT3 by 5.00pm Friday 20 November 2020</b></li> <li>• Evaluation</li> </ul>

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

## 7. RESOURCES

### Readings

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts and other prescribed readings. 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*. (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press.

### Moodle Course

EDST 5122 Enhancing Student Learning in Higher Education 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 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.

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 and Learning Activities

The online seminars and learning activities associated with this course are **an integral part of the course** and 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, who could become a valuable learning partner.

It is expected that all students enrolled in the course will participate in each of these online seminars and learning activities.

**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%** of all designated **learning activities** and **online seminars**.

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

**Login details** for each online seminar can be found in the **resources section** of 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" on Monday** evenings in weeks **1, 2, 5, 6, 8 and 10**.

You should **LOGIN** between **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	Description	Length	Weight	CLOs Assessed	PLOs Assessed	Due Date
Task 1	Make contributions to Learning Activities that advance discussion, debate and understanding of key concepts and theories of learning and teaching in your discipline and in higher education more generally	2000 words or equivalent	20%	1, 2, 3, 4	1, 2, 3, 4, 5	As required throughout the course (assessed on Monday of weeks 2, 5 and 8)
Task 2	Review of teacher understandings of learning and teaching in your discipline	2000 words or equivalent	40%	1, 2	1, 2, 5	By 5.00 pm Friday 2 October 2020
Task 3	An essay on your developing understanding of student learning and how it will influence your future approach to teaching in on-campus, online and blended contexts	2000 words or equivalent	40%	1, 2, 3, 4	1, 2, 3, 4, 5	By 5.00 pm Friday 20 November 2020

Assessment tasks in this course are designed to assist you to develop a **Teaching Philosophy Statement** that can guide your decisions and practices as a teacher and that can be used to describe your approach to teaching in any grant, award, performance management, or promotion process associated with your future career development.



## Assessment Details

### Assessment Task 1:

*Contributions to Online Learning Activities*

(20% weighting) (Maximum of 2000 words) (CLOs 1, 2, 3 and 4; PLOs 1, 2, 3, 4 and 5)

Submission Dates:

- **As required throughout the course**

Make contributions to Learning Activities that advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and higher education more widely.

### Assessment Task 2:

*A review of teachers' understandings of learning and teaching in your discipline*

(40% weighting) (Maximum of 2000 words) (CLOs 1 and 2; PLOs 1, 2 and 5)

Submission Dates:

- Draft for Peer Review: **5.00 pm on Friday 25 September 2020**
- **FINAL Submission Date: 5.00 pm on Friday 2 October 2020**

Prepare a review *of teachers' understandings of learning and teaching* in your discipline that includes answers to the following questions:

- What are the assumptions, values and beliefs about student learning that underpin your own and your colleagues' approaches to teaching?
- How do these assumptions, values and beliefs about student learning influence your own and your colleagues' approaches to teaching in on-campus, online and blended contexts?
- How do these assumptions, values and beliefs about student learning compare with those embedded in the learning and teaching strategies/approaches advocated in your discipline's scholarly literature on learning and teaching?

### Assessment Task 3:

*An essay on your developing understanding of student learning and how it will influence your future approach to teaching in on-campus, online, and blended contexts.*

(40% weighting) (Maximum of 2000 words) (CLOs 1, 2, 3 and 4; PLOs 1, 2, 3, 4 and 5)

Submission Dates:

- Draft for Peer Review: **5.00 pm on Monday 9 November 2020**
- **FINAL Submission Date: 5.00 pm on Friday 20 November 2020**

Building on your response to Assessment Task 2, and drawing from:

- a. your experiences,
- b. insights from your colleagues' experiences,
- c. the theoretical literature, and
- d. reflection on your own students' experiences of learning in one or more of your courses,

write an essay on how your understanding of student learning has evolved as a result of your participation in this course and what the implications of this evolution are for your future teaching in on-campus, online and blended contexts.

This will require you to articulate:

- your understanding of student learning upon entering the course and how this understanding influenced your approach to teaching
- the significance of different aspects of the course (theories of learning examined, observations and insights of colleagues and/or feedback from students) in the evolution of your understanding of student learning
- how your understanding of student learning has changed – what you now understand about student learning in your discipline,
- what the implications of this new understanding of student learning means for your future teaching practices in on-campus, online and blended contexts, and
- how and why these changes to your future teaching strategies are likely to positively impact on student learning

## **Submission of assessments**

You are required to follow their lecturer's instructions when submitting their work for assessment.

**Assessment Task 1** – As required via posts to Moodle Learning Activity Discussion Forums.

**Assessment Task 2** - Should be submitted online via Turnitin in the Course's Moodle Site in the form of a MS Word ".doc" or ".docx" file by **5.00pm on Friday 2 October 2020**

**Assessment Tasks 3** - Should be submitted online via Turnitin in the Course's Moodle Site in the form of a MS Word ".doc" or ".docx" file by **5.00 pm on Friday 20 November 2020**.

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).

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. 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 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 PLOs or graduate capabilities) associated with the task?

**Feedback** on each assessment task will be provided:

- Formatively, by a peer (AT2 and AT3) and the Course Convenor (AT1)
- Summatively, by the Course Convenor (AT1, AT2, AT3) on a designated **Feedback Sheet** (copies of which are provided in the following pages).

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

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment Task 1	Written – on Assessment Feedback Sheet 1	Friday of Weeks 2, 5, and 8
Assessment Task 2	Written – on Assessment Feedback Sheet 2	Within TEN working days of submission
Assessment Task 3	Written – on Assessment Feedback Sheet 3	Within TEN working days of submission

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST 5122 ENHANCING STUDENT LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 1: **Weekly contributions to online learning activities**

<b>SPECIFIC CRITERIA</b>  Your response demonstrates:	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Understanding of the key issues and concepts involved (WEEK 2)</b> <ul style="list-style-type: none"> <li>Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.</li> </ul>					
<b>Understanding of the key issues and concepts involved (WEEK 5)</b> <ul style="list-style-type: none"> <li>Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.</li> </ul>					
<b>Understanding of the key issues and concepts involved (WEEK 8)</b> <ul style="list-style-type: none"> <li>Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.</li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer: Professor Stephen Marshall**

**Date:**

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

**Weighting: 20%**

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 5122 ENHANCING STUDENT LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 2: **Review of teacher understandings of learning & teaching in your discipline**

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Your response demonstrates:</b>					
<b>Understanding of the key issues and concepts involved</b> <ul style="list-style-type: none"> <li>Your response clearly articulates and explores the assumptions, values and beliefs about students and learning that inform your own, your colleagues' and others' teaching practices within your discipline.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Your response provides a <i>deep critical analysis</i> of how the assumptions, values and beliefs about students and learning held by yourself, your colleagues, and your discipline influence your own and your colleagues' teaching practices <i>in different educational contexts</i> (on-campus, online and blended).</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>Your response makes appropriate and effective use of relevant discipline-based learning and teaching literature to <i>compare and contrast</i> the assumptions, values and beliefs about students, learning and teaching held by yourself, your colleagues, and your discipline.</li> </ul>					
<b>Structure and organisation appropriate to the task</b> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>Appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Your response:               <ul style="list-style-type: none"> <li>clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style)</li> <li>uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.</li> </ul> </li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**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 5122 ENHANCING STUDENT LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 3: **Essay on your developing understanding of student learning and how it will influence your future approach to teaching in face-to-face, blended, and online contexts**

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<b>Your response demonstrates:</b>					
<b>Understanding of the key issues and concepts involved</b> <ul style="list-style-type: none"> <li>Your response clearly describes how your understanding of student learning has evolved as a result of your participation in this course.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Your response provides a deep critical analysis of what the implications are for your future teaching practices, as a result of this evolution in your thinking about student learning in your discipline and different educational contexts (on-campus, online and blended)</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature</b> <ul style="list-style-type: none"> <li>Your response makes appropriate and effective use of the relevant literature to support your arguments for change to your current teaching practices.</li> </ul>					
<b>Structure and organisation appropriate to the task</b> <ul style="list-style-type: none"> <li>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.</li> </ul>					
<b>Appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Your response:               <ul style="list-style-type: none"> <li>clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style)</li> <li>uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions.</li> </ul> </li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**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.**