



School of Education

EDST 5121
Introduction to University Learning and
Teaching

Term 3, 2019

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1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5121 Introduction to University Learning and Teaching (6uoc)
Term 3 2019

2. STAFF CONTACT DETAILS

Course Convenor: Professor Stephen Marshall
Office Location: TBA
Email: stephen.marshall@unsw.edu.au
Phone: 02 9385 8422
Availability: By appointment. Please contact 9385-8422 or email to the above address.

3. COURSE DETAILS

Course Name	Introduction to University Learning and Teaching
Credit Points	6 units of credit (6 UOC)
Workload	150 hours incorporating (a) class contact and individual and group learning activities completed during the Foundations in University Learning and Teaching (FULT) Program, and (b) online work, readings, and the preparation of assignments.
Schedule	The course is offered as scaffolded online study with weekly online seminars between 5 and 7pm on Tuesday

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 (CLOs)

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 (PLOs)

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		

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 scholarIETQ

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.

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

8. ASSESSMENT

Assessment	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed
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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 18 October 2019
FINAL Submission Date: 5.00pm on Monday 28 October 2019

- a. Identify an aspect of teaching and/or learning in your own / your discipline 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 current learning and/or teaching practice. Your review should make reference to the UNSW

[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 8 November 2019
FINAL Submission Date: 5.00pm on Monday 25 November 2019

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 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:

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 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)
<p>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.</p>					
<p>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 current practice</p>					

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Student Name:

Student No.:

Assessment Task 2: Plan for Improvement

SPECIFIC CRITERIA

Your response demonstrates:

Developing (1)

Adequate (2)

Proficient (3)

Advanced (4)