



School of Education

EDST 5122
Enhancing Student Learning
in Higher Education

Term 3, 2019

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.

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.

your 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

6. COURSE CONTENT STRUCTURE AND

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*. (4th 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:

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	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	Friday By 5.00 pm 4 October 2019
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	Friday By 5.00 pm 22 November 2019

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

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 27 September 2019

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 Your response demonstrates:	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the key issues and concepts involved Your response clearly describes how your understanding of student learning has evolved as a result of your participation in this course.					
Depth of analysis and/or critique in response to the task 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)					
Familiarity with and relevance of professional and/or research literature Your response makes appropriate and effective use of the relevant literature to support your arguments for change to you current teaching practices, comparing and evaluating differences in perspective found in the literature					
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,					