



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5122

Student Learning in Higher Education

Semester 2

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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 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  
EDST 5122 Student Learning in Higher Education (6 units of credit)  
Semester 2, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Jens J. Hansen  
Office Location: Pro-Vice-Chancellor (Education) Portfolio  
Level 10, Stage II Library  
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Phone: 9385 1052  
Availability: by appointment via Skype or face-to-face

Course Coordinator: Dr. Lorenzo Vigentini  
Office Location: Pro-Vice-Chancellor (Education) Portfolio  
Level 10, Stage II Library  
Email: [l.vigentini@unsw.edu.au](mailto:l.vigentini@unsw.edu.au)  
Phone: 9385 6226  
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT  
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Level 4 Matthews Building  
Kensington Campus  
UNSW Sydney 2052  
Email: [gcult@unsw.edu.au](mailto:gcult@unsw.edu.au)  
Phone: 9385 8421

## 3. COURSE DETAILS

<b>Course Name</b>	Student Learning in Higher Education	
<b>Credit Points</b>	6 units of credit (6 uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>	The course is offered in a blended mode, which includes in-class and online activities that add up to 24 hours of 'contact hours'. (Please refer to Course Content and Structure section in this course outline).	Face-to-face classes will be held in in Library Room 208, Kensington Campus

### *Summary of Course*

This course is the second core course in the Graduate Certificate in University Learning and Teaching Program. It is worth six units of credit (6 UOC) towards the total 24 UOC required for completion of the study program.

This course builds on the brief introductions to student learning and effective teaching presented in the *Introduction to University Learning and Teaching* course. It is based on the assumption that in order to improve student learning, teaching practice needs to be underpinned by an understanding of how people learn. Learning is considered from a number of perspectives that include the experiences of self, their colleagues and their students and a diverse educational literature that draws from fields such as adult learning, higher education, research into disciplinary learning and teaching and reflective practice. Participants are asked to explore the nature of good teaching in higher education and approaches to teaching that lead to high quality learning.

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

- Assessment tasks will involve oral as well as written feedback
- The on-line activities have been refined to improve clarity

#### *Pre-requisites*

Students must have completed the first course in the GC(ULT) Program, EDST5121 *Introduction to University Learning and Teaching*.

#### *Aims of the Course*

This course aims to:

1. develop your ability to use diverse perspectives to deepen your understanding of learning in higher education settings and
2. to relate this to your approach to teaching.

#### *Student Learning Outcomes*

Upon completion of the course you should be able to:

<i>Outcome</i>	<i>Assessment/s</i>
1 Describe your experiences of learning and teaching and examine how they have shaped your views on learning and how you teach	<i>Assessment Task 1, 3</i>
2 Collect and analyse evidence for how students experience learning in your classroom .	<i>Assessment Task 3</i>
3 Review and evaluate literature and research on learning from a range of fields and theories and relate this to your own context	<i>Assessment Task 2 Assessment Task 3</i>
4 Draw from multiple perspectives (self, peers, students and literature) to identify issues that impact on student learning and articulate insights about learning that relate to your particular context and discipline	<i>Assessment Task 1 Assessment Task 2 Assessment Task 3</i>
5 Articulate your approach to teaching based on the insights about learning that you've gained	<i>Assessment Task 3</i>

Standard		Assessment/s
1	<b>Disciplinary knowledge and practices</b> Demonstrate specialised disciplinary knowledge and capabilities related to the areas of curriculum, assessment and pedagogy in higher education, and be able to apply these to their teaching approach and practices across a range of higher education contexts.	Assessment Task 2, 3
2	<b>Enquiry-based learning</b> Use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas	Assessment Task, 2, 3
3	<b>Cognitive skills and critical thinking</b> <ul style="list-style-type: none"> <li>Identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions</li> <li>Draw from and analyse a range of evidence from different perspectives to enhance their practice.</li> </ul>	Assessment Task 1, 2, 3
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively with a range of audiences, and be capable of using independent and collaborative enquiry to work effectively across and within their disciplinary contexts.	Assessment Task 1, 2, 3
5	<b>Global outlook</b> Analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.	Assessment Task 3

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

This course is an exploration of student learning, engagement and belonging within the shifting higher education landscape. The course is based on the assumption that scholarly teaching is grounded in an understanding about the ways in which people learn and which articulates ideas, beliefs and values about learning, along with an awareness of the factors and issues that shape student's experience, engagement and sense of belonging. The course will encourage you to reflect and act upon questions such as *'what is it I want my students to learn and experience in my courses and why?'*, *'how might what I do, and what students do, in the classroom (physical and virtual) affect their experience and learning?'*, along with *'how might educational theories help me make sense of my context and practice'* and *'what are the broader issues/factors which might impact upon students' learning and experience?'*

The course will focus on key concepts, issues and theories emerging from past and current research into learning to extend your thinking about these topics and to encourage you to consider your own teaching from these perspectives.

The topics include:

- values in higher education teaching
- the place of experience and reflection in learning
- student approaches to learning
- learning for the digital age
- cognitive development and views of knowledge
- situated and social learning theories
- disciplinary perspectives including emerging ideas such as threshold concepts

In examining these topics we will draw upon a wide range of literature drawing from research and theories into student learning in higher education in face to face and on-line environments.. You will be encouraged to evaluate different perspectives in teaching and learning and to reflect critically upon yourself as a learner and upon your experiences as a teacher, as well as upon the experiences of your students and colleagues.

This course, in conjunction with the *Introduction to University Learning and Teaching* are designed as a basis for the program to ensure that all students develop a sound and critical understanding of how people learn in academic settings and are able to relate those understandings to their teaching

practice. They are also designed to help you further develop your educational rationale or framework, informed by contemporary research and thinking about learning in a tertiary context. The following two courses in the program will allow you to explore particular aspects around design and enhancement of teaching and student learning.

## 5. TEACHING STRATEGIES

Values underpinning the course are that people learn best when we are engaged and given an appropriate level of challenge; when a respectful environment is created which recognizes and values diversity and where our prior experience and knowledge underpins and is a resource for learning; when we are supported to bring an inquiry based approach and to take responsibility for our own learning; and when we work collaboratively with our peers.

We recognise that students in this course are academics or professional staff employed in either the higher education or school sectors, and many will be studying part-time while working full-time.

As a result, the course has been designed to provide opportunities for you to:

- to critically engage with the key ideas and concepts and with each other via both in-class sessions, and online environment
- to hear from how academics put these ideas and theories to practice in their classrooms
- to develop your understanding of the key issues and concepts within higher education both individually (via reading, the preparation of assignments) and collaboratively (via whole group and small group discussion (in-class and online) and peer review)
- to use your knowledge and experience to engage with and critique current thinking and research into higher education.

The learning activities of the course include:

- self-directed reading
- in-class sessions which explore how theory might relate to practice, involving a range of academics outlining their approaches
- online activities
- reflective e-portfolio
- preparation of written assignments, and
- peer review processes linked to the assignments.

## 6. COURSE CONTENT AND STRUCTURE

**The course is offered in a blended mode**, which includes in-class sessions each fortnight alternating with online sessions and activities that add up to 36 hours of 'contact hours'.

Week Beginning	Online	Topics
<i>Module 1: Exploring learning</i>		
1 25 July	2 hrs	<i>Introduction to course and core concepts</i>
2 1 August		Learning and reflective practice In class session: 12.30- 2.30pm, Wednesday 3 <sup>rd</sup> August

3 8 August	2hrs	The learning process: experience and learning
4 15 August		In class session: 12.30- 2.30pm, Wednesday 17 <sup>th</sup> August
5 22 August	2hrs	What is learning? What is knowing? Linking theory to practice
6 29 August		In-class session: 12.30- 2.30pm, Wednesday 31 <sup>st</sup> August  Guest Panel – Teaching for learning TBC
7 5 Sept	2 hrs	Social perspectives on learning In-class session: 12.30- 2.30pm, Wednesday 14 <sup>th</sup> September
8 12 Sept		Guest speaker TBC
<i>Module 2: Disciplinary perspectives on learning and teaching</i>		
9 19 Sept	2 hrs	Threshold concepts and decoding the disciplines
24 Sept - 2 Oct		Mid semester break
10 3 Oct		Threshold concepts and Decoding the disciplines cont. Guest speaker TBC
<i>Module 3 Teaching and learning in the changing HE context</i>		
11 10 Oct	2 hrs	Blended learning
12 17 Oct		Guest speaker TBC  In-class session: 12.30- 2.30, Wednesday 19 <sup>th</sup> October
13 24 Oct		Exploring values amid the changing HE context In-class session: 12.30- 2.30, Wednesday 26 <sup>th</sup> October

## 7. ASSESSMENT

Assessment Task	Length (words)	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date	
Assessment Task 1	500 - 750	0%	1, 4	1, 4		26 August
Assessment Task 2 Reflective Portfolio Peer Observation	2000 words	40%	3, 4	3,4		19 September
Assessment Task 3 Essay	3500– 4000	60%	1- 5	1, 2, 5, 6	*17 October	31 October

\* Early submission is an option and will be discussed in class

*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. Student no longer need to use a cover sheet. 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.*

### **Assessment Task 1 – due 26 August**

This task involves 2 components: a short reflective essay that explores your learning and teaching experiences and how they have shaped your understanding of learning and your approach to teaching, and peer feedback with your “pair” on their task.

Length: 500 - 750 words.

This task is formative and will not be assessed with a grade

### **Assessment Task 2 – Reflective portfolio – Peer Observation due 19 September**

This involves peer observation of teaching where you will observe and analyze classes of three academics. It will involving using the portfolio you developed in your previous course and builds on Assessment task 1.

Length – 2000 – 2500 words

### **Assessment Task 3 – due 2 November (noting option of early submission 17 October)**

The final assessment task is to write an essay on student learning and how it relates to your approach to teaching, drawing from your experiences, insights from your colleagues' experiences, the theoretical literature and from research into your own students' experiences of learning in one of your courses. The aim of the task is to use these insights to further develop and articulate your own teaching rationale or approach (also referred to as a framework).

Length: 3500 - 4000 words.

### **Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
Assessment One	<i>Written</i>	26 August
Assessment Two	<i>Written and oral</i>	19 September
Assessment Three	<i>Written and oral</i>	31 October

**NB – A RUBRIC WILL BE PROVIDED IN MOODLE**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5122 STUDENT LEARNING IN HIGHER EDUCATION

Student Name:  
 Assessment Task 2

Student No.:

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 1.5em;">—————&gt;</span> (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of practice, theory and research</li> <li>• clarity and accuracy in use of the key terms</li> </ul>					
Evidence of critical reflection across multiple perspectives to: <ul style="list-style-type: none"> <li>• observe and examine issues and draw out key insights</li> <li>• link the theory of teaching and learning with reflections on your practice as a learner and teacher</li> </ul>					
Evidence of adequate and critical reading across adult and higher education literature including literature arising from your discipline to support your response					
Structure and organization of response <ul style="list-style-type: none"> <li>• clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> <li>• completion of all components</li> </ul>					
Presentation of response according to appropriate academic and language conventions <ul style="list-style-type: none"> <li>• clarity, consistency of sentence structure, vocabulary use, spelling, punctuation and word length and appropriateness of conventions and listing references (APA style)</li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

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

**Date**  
**Weighting:**     40%

**NB – A RUBRIC WILL BE PROVIDED IN MOODLE**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5122 STUDENT LEARNING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 3

<b>SPECIFIC CRITERIA</b>	(-) <span style="font-size: 1.5em;">→</span> (+)				
Understanding of the question “What do I see as the key insights/lessons about learning that might inform my practice as a teacher within my particular discipline?” and key issues and concepts involved <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of practice, theory and research</li> <li>• clarity and accuracy in use of the key terms related to student learning</li> </ul>					
Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues, your students as well the literature) to: <ul style="list-style-type: none"> <li>• observe and examine issues and draw out key insights</li> </ul>					
Evidence of adequate and critical reading across adult and higher education literature including literature arising from your discipline to support your response <ul style="list-style-type: none"> <li>• link the theory of teaching and learning with reflections on your practice as a learner and teacher</li> </ul>					
Structure and organization of response <ul style="list-style-type: none"> <li>• clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> <li>• completion of all components</li> </ul>					
Presentation of response according to appropriate academic and language conventions <ul style="list-style-type: none"> <li>• clarity, consistency of sentence structure, vocabulary use, spelling, punctuation and word length and appropriateness of conventions and listing references (APA style)</li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer**

**Date**

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

**Weighting:**     60%

## 8. RESOURCES

The following is a list of texts, articles and reports that will be drawn on throughout the course and may be useful as a starting point when completing assessment tasks. However, it is not exhaustive. Additional links to readings and resources will be available where possible through Moodle.

### *Recommended Texts*

Biggs, J. & Tang, C. (2007). *Teaching for Quality Learning at University*, 3ed. New York: Society for Research into Higher Education & Open University Press. Chapters 2 and 12

Brookfield, S. (1995) *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass. Chapters 2 and 6

Brookfield, S. (1990). *The Skillful Teacher: On Technique, Trust and Responsiveness in the Classroom*. San Francisco: Jossey Bass. Chapters 2 and 5

Laurillard D (2002) *Rethinking University Teaching: a Framework for the Effective Use of Educational Technology (2nd edition)* London; RoutledgeFalmer (0-415-25679-

Merriam S. & Caffarella, R. (2007). *Learning in Adulthood*. San Francisco: Jossey Bass.

### *Further Readings*

Please note: This is a list of key resources across areas explored in the course to guide you in your choice of topic – note that in your assessments you will be encouraged to go deeply into a few of these areas rather than to try to cover all of them

Student learning research in higher education – *includes approaches to learning, conceptions of learning and critiques of these areas:*

Biggs, J. (2003). What the student does: teaching for enhanced learning. *Higher Education Research and Development*, 18(1), 57-75.

Chalmers, D. & Volet, S. (1997). Common Misconceptions about Students from South-East Asia Studying in Australia. *Higher Ed Research and Development*, 16(1), 1-11.

Haggis, T. (2003). Constructing images of ourselves? A Critical Investigation into 'Approaches To Learning' Research in Higher Education. *British Educational Research Journal*, 29(1), 89-104.

Marton, F. & Saljo, R. (1997). Approaches to Learning. In Marton, F., Hounsell, D., & Entwistle, N. (Eds.). *The Experience of Learning*, 2ed. Edinburgh: Scottish Academic Press. Chapter 3, 39-58.

Perkins, D. (1999). The many faces of constructivism. *Educational Leadership*, 57(3), 6-11.

Ramsden, P. (1992). *Learning to Teach in Higher Education*. London and New York:Routledge. Chapter 3

### *Learning theory*

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

Jarvis, P., Holford J., & Griffin, C. (2004). *The Theory and Practice of Learning*, 2ed. London: Routledge Falmer. Chapter 4

Laurillard, Diana (2009) *The pedagogical challenges to collaborative technologies*. International Journal of Computer-Supported Collaborative Learning, 4 (1). pp. 5-20

Merriam, S. & Caffarella, R. (2007). *Learning in Adulthood*. San Francisco: Jossey Bass. Chapters 2, 10, 11, 12 and 14

Tennant, M. & Pogson, P. (1995). *Learning and Change in the Adult Years*. San Francisco: Jossey Bass.

#### Experience and Learning/Reflective practice

Andresen, L., Boud, D. & Cohen R. (2000) Experience Based Learning, Chapter 14 in Foley, G (Ed). *Understanding Adult Education and Training*. 2nd Edition, Allen and Unwin; Crows Nest Australia.

Boud, D. & Miller, N. (1996). Animating learning from experience. In Boud, D. & Miller, N. (Eds.) *Working with Experience: Animating Learning*. London and New York: Routledge, 3-13.

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Kolb, D. (1993). The process of experiential learning. In Thorpe, M., Edwards, R. & Hanson, A. (Eds.) *Culture and Processes of Learning*. London and New York: Routledge, 138-156.

Merriam, S. & Caffarella, R. (2007). *Learning in Adulthood*. San Francisco: Jossey Bass. Chapter 7

Schön, D. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

Tennant, M. and Pogson, P. (1995). *Learning and Change in the Adult Years*. San Francisco: Jossey Bass. Chapter 7

#### Situated learning/cognition, social development

Brown, J., Collins, A. & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.

Hager, P. & Hodkinson, P. (2009): Moving beyond the metaphor of transfer of learning, *British Educational Research Journal*, 35(4), 619-638.

Hammond, J. & Gibbons, P. (2001). What is scaffolding. In Hammond, J. (Ed.) *Scaffolding*. Sydney: PETA, 1-14.

Lave, J. & Wenger, E. (1991). *Situated learning*. Cambridge: Cambridge University Press.

Mercer, N. (1994). Neo-Vygotskian theory and classroom education. In Steirer, B. & Maybin, J. (Eds.) *Language, literacy and learning in educational practice*. Clevedon: Multilingual Matters.

Vygotsky, L. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

#### Intellectual development and views on knowledge:

Baxter Magolda, M. (1992). *Knowing and reasoning in college: Gender related patterns in students' intellectual development*. San Francisco, CA: Jossey-Bass.

Belenky, M., Clinchy, B., Goldberger, N. & Tarule, J. (1986). *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Basic Books.

Bock, M. (1999). Baxter Magolda's Epistemological Reflection Model. *New Directions for Student Services*, 88, 29-40.

Merriam, S. & Caffarella, R. (2007). *Learning in Adulthood*. San Francisco: Jossey Bass. Chapters 12, 13 and 14

Perry, W. (1970). *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart, and Winston.

### *Blended Learning*

Bliemel, M (2014) Lessons learned from an inside-out flip in entrepreneurship education, *Small Enterprise Research*, 21:1, 117-128.

Garrison, D, Vaughan, N (2008) *Blended Learning in Higher Education*, San Francisco: Jossey Bass, , Chapters 1 and 2

Also see recent papers on the Community of Inquiry [website](#)

Siemens, G (2004) Connectivism – A learning theory for the digital age, Retrieved from [http://www.ingedewaard.net/papers/connectivism/2005\\_siemens\\_ALearningTheoryForTheDigitalAge.pdf](http://www.ingedewaard.net/papers/connectivism/2005_siemens_ALearningTheoryForTheDigitalAge.pdf)

### *Teaching for learning*

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press. Chapter 5

Langer, E. (1997). *The Power of Mindful Learning*. Cambridge, MA: Perseus Publishing.

Palmer, P. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey Bass.

### *Disciplinary perspectives – Threshold concepts and 'decoding the disciplines'*

Meyer, J. and Land, R. (2003). Threshold concepts and troublesome knowledge: linkages to ways of thinking and practicing within the disciplines. *Occasional Report No 4, Enhancing Teaching-Learning Environments in Undergraduate Courses Project*, Universities of Edinburgh, Coventry and Durham.

Pace, D. & Middendorf, J. (Eds.) (2004). *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking*. New Directions for Teaching and Learning, Number 98, Summer 2004, Jossey Bass.

Bonner, J., Letter, C., & Harwood, W. (2004). Improving Student Learning, One Bottleneck at a Time. *The Science Teacher*, Dec. 2004, 26-29.

Northedge, A. (2003). Enabling participation in academic discourse. *Teaching in Higher Education*, 8(2), 169-180.

For the latest publications on Threshold concepts across multiple disciplines see website hosted by [Mick Flanagan](#)

### *The Changing HE context*

Barnett, R. (2013). *Imagining the University*, London and New York Milton Keynes: Routledge.

Harland, T. & Pickering, N. (2011). *Values in higher education teaching*. New York: Routledge.

Rowland, S. (2000). *The Enquiring University Teacher*. Milton Keynes: Society for Research into Higher Education & Open University Press.

*Values, diversity and learning*

Kalantis, M. & Cope, B. (2000). Towards an inclusive and international higher education. In King, R., Hill, D., & Hemmings, B. (Eds.) *University and Diversity: Changing Perspectives, Policies and Practices in Australia*, Wagga Wagga: Keon Publications. Chapter 3

Macfarlane, B. (2004). *Teaching With Integrity: The Ethics of Higher Education Practice*. London: RoutledgeFalmer

Northedge, A. (2003). Rethinking teaching in the context of diversity. *Teaching in Higher Education*, 8(1), 17- 32..