



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5124

Enhancing Learning and Teaching 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 5124 Enhancing Learning and Teaching in Higher Education (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr. Lorenzo Vigentini
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Email: l.vigentini@unsw.edu.au
Phone: 9385 6226
Availability: by appointment

Course Coordinator: Dr. Jens Hansen
Office Location: PVC(E) Portfolio
Level 10, Stage II Library
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Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT
Office Location: PVC(E) Portfolio
UNSW Sydney 2052
Email: gcult@unsw.edu.au
Phone: 9385 5989

3. COURSE DETAILS

Course Name	Enhancing Learning and Teaching in Higher Education	
Credit Points	6 units of credit (6 UOC)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule	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).	All face-to-face classes will be held in Library Room 208, Kensington Campus

Summary of Course

This course is a 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 invites you to consider learning and teaching beyond your immediate teaching context broadening your understanding of *enhancement* and *evaluation* in Higher education. It is based on the assumption that increased awareness of change processes in an educational organization and the ability to analyse the sociocultural context of your school, department or discipline will enable you to achieve a more effective and sustainable change.

During the course you will critically explore literature on change, quality assurance and enhancement and the role of leadership in Higher education.

Based on this scholarship, peer feedback, and the analysis of the context in which you operate, you will have an opportunity to develop your approaches to evaluate your practice and focus strategically on your personal career development by drafting an actionable plan for enhancement in your context (i.e., case for promotion, application for a learning & teaching grant, business case for innovation/s in learning & teaching).

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

Following the feedback received and the re-alignment of the course in the program, we have implemented the following changes:

- Revised the aims of the course and made the SLO more clear (for both the course outline and Moodle);
- Reviewed some aspects of the assessment tasks: specifically regarding deadlines and timing of the peer feedback process and the choices for Assessment 2;
- Revised the list of references to broaden the scope of some topics;
- Ensured that room bookings for all sessions remain in the same location.

Pre-requisite

Participants should have completed the first and second course in the Grad Cert (ULT) Program, EDST5121 *Introduction to University Learning and Teaching* and EDST5122 *Student Learning in Higher Education* as they provide the foundations for the critical reflection required in this course.

Aims of the Course

This course aims to:

1. Encourage you to think beyond a focus on individual teaching to one that locates teaching in the broader context of an educational organization or a discipline.
2. Examine key areas that are critical for academics in bringing about changes to teaching and learning that are effective and sustainable.
3. Relate the conceptual frameworks to your practice and professional development.

Student Learning Outcomes

<i>Outcome</i>		<i>Assessment/s</i>
1	Identify needs for change and enhancement in a learning and teaching context	1, 2
2	Use appropriate sources of evidence, methodologies and theoretical lenses to make a case for change	1, 2
3	Critically analyse the organisational context of your practice with the view of developing your approaches to evaluation	1, 2
4	Articulate an approach to change and evaluation to bring about sustainable learning and teaching enhancement in your context	2
5	Draft an actionable plan for enhancement/change in your context with relevance for your career development	2

Program Learning Outcomes

<i>Capability</i>		<i>Assessment/s</i>
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	Enquiry-based learning	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	2
	Cognitive skills and critical thinking	
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
	Communication, adaptive and interactional skills	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	Global outlook	
5	Demonstrate an understanding of international perspectives relevant to the educational field	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

A critical aspect of developing quality learning and teaching in higher education is awareness of the broader context of your practice, and the development of scholarly leadership of learning and teaching.

The course aims to encourage you to think beyond a focus on individual teaching to one that locates teaching in the broader context.

The course examines key areas which are critical in bringing about changes that are effective and sustainable. These include: the role of the academic as leader and change agent; strategies for alignment with institutional goals and processes, including quality assurance and enhancement processes; strategies for working with and influencing others; strategies to plan for and introduce change; strategies to evaluate changes; and the use of feedback from multiple sources to inform the enhancement of learning and teaching.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers.

We recognise that participants in this course are graduates employed in either the higher education or school sectors, and many will be studying part-time while working full-time, therefore, we designed 'buffers' at particular busy times in the year and split assignments over time.

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

- critically engage with the key ideas and concepts and with each other via both in-class sessions, and an online environment;
- develop your understanding of 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 through peer review);
- 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;
- structured 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 and structured online activities that add up to 28 hours of 'contact hours'.

Face-to-face sessions will be 2-hours long on the Fridays listed below between 12.30 and 2pm on the dates specified below

Week	Date	Class	online	Topics	Activities	CLOs
1	25-Jul		2	Week 1 'buffer'	Submit TASK 1 - Part 1	1
2	1-Aug	5-Aug	2	Topic 1: Introduction. Change in Higher Education, Quality Assurance & Enhancement.	Peer review TASK 1 - Part 1	1,2,5
3	8-Aug		2			
4	15-Aug	19-Aug		Topic 2: Planning a change, Organisational Analysis.	Submit TASK 1 - Part 2	1,2,3,5
5	22-Aug		6			
6	29-Aug	2-Sep		Topic 3: Sociocultural Context Analysis.		1,2,3,5
7	5-Sep		4			
8	12-Sep	16-Sep		Topic 4: Academic leadership: distributed leadership, change agents, resistance to change.	Submit TASK 2 - Part 1	3,4,5
9	19-Sep		4		Peer review TASK 2 - Part 1	
10	26-Sep			Mid-semester break		

11	3-Oct		2			1,2,3,4,5
12	10-Oct	14-Oct		Topic 5: Evaluation and monitoring.		
13	17-Oct		8		Submit TASK 2 - Part 2	3,4,5
14	24-Oct	28-Oct		Topic 6: Planning a sustainable learning and teaching enhancement.		
15	31-Oct					

7. ASSESSMENT

Reflective-e-portfolio – ongoing

In this course you will be encouraged to set up a reflective e-portfolio and maintain it throughout the semester. Your reflective e-portfolio contributions **will not** be used for summative assessment; however you will be able to easily draw from it to complete the assessment tasks more effectively and will also provide an opportunity to build a set of resources which will help you in the development of grants or career development opportunities.

Guidelines for setting an e-portfolio will be available on the course Moodle site and explained during the first in-class session.

An e-portfolio may help you to:

- Collect resources and artefacts related to your learning to create an integrated picture or story of your achievements and developing capabilities
- Reflect on prior experiences and wider contexts to make your learning relevant.
- Reflect on how different learning activities relate to your professional practice
- Arrange and present your portfolio to different audiences for different purposes.

Summative assessment details

In this course there are two main assessment tasks:

Task 1 worth 40% of the grade (2000-2500 words); task 2 worth 60% (3000-3500 words).

The submission of both tasks will be split in two parts with a round of peer assessment in between.

This will provide an opportunity to get feedback from both peers and instructors before the submission of the final version due by the specified dates below. For full details please consult the Moodle site.

Assessment Task	Length (words)	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1	2000-2500	40%	1,2,3	1,3,4	15 August
Assessment 2	3000-3500	60%	1,2,3,4	1,2,3,4,5	17 October

*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.

UNSW SCHOOL OF EDUCATION
FEEDBACK & PEER REVIEW FORM TASK 1
 EDST5124 ENHANCING LEARNING AND TEACHING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 1

SPECIFIC CRITERIA	(-) (+)				
Understanding of the issues and key concepts involved <ul style="list-style-type: none"> understanding of the notion of relevant concepts and principles (e.g. change, leadership, approaches to change) 					
Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to: <ul style="list-style-type: none"> observe and examine issues and develop possible strategies demonstrate understanding of the appropriateness of different approaches in different circumstances 					
Use of appropriate literature <ul style="list-style-type: none"> appropriate and effective use of relevant literature to support identification of issues and appropriate strategies to deal with them 					
Structure and organization of response <ul style="list-style-type: none"> appropriateness of overall structure of the response to the task clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability 					
Presentation of response according to appropriate academic and language conventions <ul style="list-style-type: none"> clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS / RECOMMENDATIONS					

Lecturer

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 & PEER REVIEW FORM TASK 2
 EDST5124 ENHANCING LEARNING AND TEACHING IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 2

SPECIFIC CRITERIA	(-) (+)				
Understanding of the issues and key concepts involved <ul style="list-style-type: none"> understanding of the notion of relevant concepts and principles (e.g. change, leadership, approaches to change) 					
Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to: <ul style="list-style-type: none"> observe and examine issues and develop possible strategies demonstrate understanding of the appropriateness of different approaches in different circumstances 					
Use of appropriate literature <ul style="list-style-type: none"> appropriate and effective use of relevant literature to support identification of issues and appropriate strategies to deal with them 					
Structure and organization of response <ul style="list-style-type: none"> appropriateness of overall structure of the response to the task clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability 					
Presentation of response according to appropriate academic and language conventions <ul style="list-style-type: none"> clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (APA style) clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS / RECOMMENDATIONS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

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.**

Feedback on Assessment

You will get timely feedback on all written work, so that you know how you are going. For the two tasks a mix of peer review and instructors review will be provided before the submission of the final paper.

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written</i>	5 September
Assessment Two	<i>Written</i>	7 November

Referencing

You are required to consistently use APA referencing style in your assignments. Guidelines for acknowledging sources of information using APA can be found on the following web sites:

- <http://www.lc.unsw.edu.au/olib.html> - Referencing
- http://www.lc.unsw.edu.au/onlib/ref_apa.html
- <https://owl.english.purdue.edu/owl/resource/560/03/>

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.

Recommended Texts (please note that all of the texts are available as e-books from the library)

Bamber, V., Trowler, P., Saunders, M., & Knight, P. (Eds). (2009). *Enhancing learning, teaching, assessment and curriculum in Higher Education*. Buckingham: Open University Press.

Buller, J. L. (2014). *Change Leadership in Higher Education : A Practical Guide to Academic Transformation* (1st ed.). Somerset: Wiley.

Hunt, L., Bromage, A., & Tomkinson, B. (2006). *The Realities of Change in Higher Education : Interventions to Promote Learning and Teaching*. Florence: Taylor and Francis.

Marshall, S. (Ed). (2007). *Strategic leadership of change in HE: what's new?* New York: Routledge.

Further readings will be provided in Moodle in relation to each of the topics listed.