



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

Arts & Social  
Sciences

School of Education

EDST5121  
Introduction to University Learning and  
Teaching

Semester 1, 2017

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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 5121 Introduction to University Learning and Teaching (6 units of credit)  
Semester 1, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Professor Bob Fox  
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Level 10 Library Building  
Email: [bobfox@unsw.edu.au](mailto:bobfox@unsw.edu.au)  
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Availability: by appointment

Course Co-Coordinator: Dr Greg Ryan  
Office Location: Pro-Vice-Chancellor (Education) Portfolio  
Level 10 Library Building  
Email: TBA  
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT  
Office Location: Pro-Vice-Chancellor (Education) Portfolio  
Level 10 Library Building  
Email: [gcult@unsw.edu.au](mailto:gcult@unsw.edu.au)  
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## 3. COURSE DETAILS

<b>Course Name</b>	EDST5121: Introduction to University Learning and Teaching
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	The Foundations of University Learning and Teaching (FULT) program, which is offered at UNSW as a staff development activity, is the coursework component of this course. The course is offered in a blended mode, which includes in-class and online activities that add up to 24 hours of 'contact hours'.

## Summary of Course

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

This course introduces students to a range of topics and issues in learning and teaching that impact on the teaching roles of academic staff in universities. In this course, students will have an opportunity to engage with current thinking in university learning and teaching, consider various approaches, start investigating one area of their teaching in a scholarly and reflective way, and plan changes to their teaching practice.

### Pre-requisite

As a component of this course, students must participate in the Foundations of University Learning and Teaching (FULT) program, which is offered at UNSW as a staff development activity. During FULT, perspectives on student learning and an overview of good practice in curriculum and assessment design, evaluation and facilitation of student learning in different contexts will be explored.

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

Students requested more opportunity for face-to-face interaction, which will be addressed with an additional seminar to work through student queries. Students also requested more interaction with the tutor online, this will be addressed with more engagement on the course Moodle site. Finally, students requested an increased opportunity to get feedback on draft assessments which will be addressed by offering students the possibility to get feedback on the draft outline of their assessment work.

## Important Information

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

## Course Learning Outcomes

Upon completion of the course you should be able to:

Outcome		Assessment/s
1	Identify and discuss learning centred and blended approaches to teaching in higher education and the implications for practice within and across disciplinary contexts.	1
2	Relate current teaching, curriculum, assessment and evaluation practices to a specific context and discipline.	2
3	Recognise and interpret complex issues and problems related to the design, teaching and assessment of courses and identify appropriate solutions drawing from different perspectives and sources of evidence.	2
4	Communicate effectively and use independent and collaborative approaches to work.	1 & 2
5	Describe and review the impact of international trends and perspectives in higher education upon local contexts and practices.	1 & 2

## Program Learning Outcomes

Capability		Assessment/s
1	<b>Disciplinary knowledge and practices</b> Students should have acquired 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 1 Assessment Task 2
2	<b>Enquiry-based learning</b> Students should be able to use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness	Assessment

	across these areas.	Task 2
	<b>Cognitive skills and critical thinking applicable to teaching in higher education</b>	
	Students should be able:	Assessment Task 1
3	<ul style="list-style-type: none"> <li>to identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions</li> <li>to be able to draw from and analyse a range of evidence from different perspectives to enhance their practice.</li> </ul>	Assessment Task 2
	<b>Communication, adaptive and interactional skills</b>	Assessment Task 1
4	Students should be able to 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 2
	<b>Global outlook</b>	Assessment Task 1
5	Students should be able to analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.	Assessment Task 2

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

Our understanding about how students learn in higher education and how best to help them learn via effective teaching strategies is evolving. 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 more learning centred and blended learning approaches. The teaching strategies on this course aim to model these approaches in the university learning environment. There is an imperative for educational practitioners to keep up with and critically analyse current research and knowledge, to articulate these evolving understandings with their peers so that they can bring them to bear on their professional development through a continuous process of reflection on and refinement of their own educational practice. The overarching teaching strategies on this course model this professional development process: making key sources of information in the field accessible to participants on the course, fostering online collaboration to build critical awareness of the information available and articulation of understandings gained, facilitating discussion and reflection on the implications for practice and facilitating the transfer of knowledge of key issues in the sources of information to action via personalized application opportunities in the assessments. The teaching strategies are fully aligned with the course learning outcomes and are designed to maximize all students' potential to achieve the outcomes and to complete the course assessments.

#### 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 candidates in this course are graduates employed in the higher education sector, and many will be studying part-time while working full-time.

The teaching strategies for this course are:

- to model effective learning centred and blended learning approaches in higher education in the teaching and assessment practices on this course (CLO 1, 2, 3, 4 and 5) (Assessments 1 and 2)
- to make key sources of information on learning centred and blended approaches to teaching across disciplines in higher education accessible to participants on the course (CLO 1 and 4) (Assessments 1 and 2)
- to build critical awareness of the key issues in the sources of information and the implications for practice (CLO 1, 2, 3 and 4) (Assessments 1 and 2)

4. to encourage reflective practice, both in terms of participants' own learning from the course and linking knowledge gained to personal educational practice (CLO 1, 2, 3, 4 and 5) (Assessments 1 and 2)
5. to provide online opportunities to work independently and collaboratively in order to articulate and share understandings gained and how these understandings impact on practice (CLO 1,2,3,4 and 5) (Assessments 1 and 2)
6. to facilitate the transfer of knowledge of key issues from a range of sources of information to action via personalized application opportunities (CLO 1,2,3,4 and 5) (Assessments 1 and 2)
7. to foster a positive, supportive and inclusive online learning environment to maximize every students' potential to succeed on the course

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 intensive workshops, and using online technologies
- develop your understanding of the key issues and concepts within higher education both individually (reading, preparation of assignments) and collaboratively (whole class and small group discussion and peer review)
- use your knowledge and experience (from previous learning and experience from formal courses, life and from the workplace) to engage with and critique current thinking and research into higher education.

The learning activities of the course include:

- self-directed reading;
- face to face and online learning activities in FULT, which will use and model a range of teaching strategies;
- e-portfolio; and
- preparation of written assignments.

#### *Reflective-e-portfolio*

In this course you will be encouraged to set up a reflective e-portfolio and maintain it throughout the semester. 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 artifacts 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.

Your reflective e-portfolio contributions will not be used for summative assessment. However, reflecting on your learning in an ongoing way and maintaining the e-portfolio will help you to consolidate the learning in this course and develop the assignment tasks.

## **6. COURSE CONTENT AND STRUCTURE**

Students must participate in the Foundations of University Learning and Teaching (FULT) program, as the coursework component of this course. FULT is offered in a blended mode, which includes in-class and structured online activities that add up to 25 hours of 'contact hours'. The FULT schedule is communicated to participants upon enrolment into the program. There will also be one optional face-to-face seminar leading up to the 2<sup>nd</sup> assessment task. Dates and times will be arranged at the beginning of the semester to ensure maximum attendance.

## **7. RESOURCES**

You should utilise the FULT resources available on the FULT Moodle site. The majority of the resources (books, e-books, book chapters, journal articles) are available from the UNSW Library. You are also encouraged to use any relevant learning and teaching literature in your discipline area.

*Suggested texts for this course* (in addition to the materials on the FULT and EDST 5121 Moodle sites):

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning*. (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press.

Fry, H., Ketteridge, S., & Marshall, S. (2009) *Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. (3rd ed.). London and New York: Routledge

Ramsden, P. (2003). *Learning to Teach in Higher Education* (2nd ed.). London: Routledge.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning outcomes Assessed	Due Date
Assessment Task 1: A Summary of Learning	3300 words	50%	1, 2, 3,4	1,3, 4	<b>29 March 5:00 PM</b>
Assessment Task 2: Learning and Teaching in your Discipline	3000 words	50%	1, 5	1, 2, 3, 4	<b>24 May 5:00 PM</b>

*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. Students 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 - A Summary of Learning

Due Date: **29 March 2017 5:00 PM**

3300 words

This assessment task builds on the FULT reflective e-portfolio, which consisted of **five** parts relating to each of the five FULT modules. You now need to resubmit your e-portfolio and the feedback you were given at the time.

The additional work to meet the learning outcomes and evaluation criteria for EDST5121 asks you to reflect on your e-portfolio, based on the following:

- The feedback you received
- Continuing lessons learnt from your own teaching practice
- Reference to some of the relevant learning and teaching literature

This reflection should be incorporated into your FULT e-portfolio in two ways:

A.) Add additional comments within the body of the work, highlighted in a different colour, to show your iterative development, within the existing 5 sections:

- 1) **Introduction & Student Learning:** Reflection on strategies to encourage deep learning drawing from the FULT online and face-to-face activities (e.g. the video), discussions with your peers in FULT, literature introduced in FULT, and your own experiences. (**~300 words**)
- 2) **Educational Design:** A reflection on flipped classroom drawing from the video, your perspective, and discussions with your peers plus your *flipped classroom* lesson plan, which

includes an aligned class learning outcome, activities, and assessment. (**~300 words for your reflection and ~500 words for your flipped classroom lesson plan**)

- 3) **Teaching for Learning:** A proposed teaching strategy for a topic you teach or will teach taking into account ideas and literature introduced in FULT (e.g. Toohey's framework) to overcome challenges. (**~300 words**)
- 4) **Evaluation:** Reflection on your mini-evaluation, the discussions you had in class regarding it, what you learned from it and what you would do in the future based on the concepts explored in the module (e.g. your mini-evaluation, the video, the literature introduced in FULT, and discussions in the F2F session). (**~300 words**)
- 5) **Assessment and Feedback:** Reflection on your current assessment tasks plus a revised standards-based assessment rubric for an assessment task. (**~300 words for your reflection and ~500 words for your standards-based assessment rubric**)
- 6) **Overall reflection on FULT (~300 words)** (Note: students who undertook FULT in the Semester 1, 2015 were not required to complete this section and are exempt – please indicate this in your submission.)

B.) Secondly, complete a further 500 words, reviewing and summarizing the e-portfolio, responding to the following questions:

- a) Since completing FULT and reflecting on your FULT experience, what are the key things you have learnt about your teaching practice?
- b) What additional reading have you undertaken (please reference appropriately), and how has this informed your ongoing development as a 'reflective practitioner'?
- c) Since completing FULT, what changes have you made to your teaching practice arising from what you had learnt in FULT? What new strategies have you used and why did you choose them? Have you had an opportunity to evaluate these new strategies or what plans do you have to evaluate them in the future?
- d) Reflecting on the feedback received on your FULT e-portfolio or feedback received on your final FULT task (if you completed FULT prior to the e-portfolio requirement), what changes would you make?

Please submit your task as a Word or PDF document via a Moodle Turnitin link.

### **Assessment Task 2: Learning and Teaching in your Discipline**

*Due Date: 24 May 2017 5:00 PM*

3000 words

Drawing on the literature, investigate a learning and teaching approach that could address an issue or challenge in your own discipline.

Choose **one** of the following areas of your teaching practice or any other area that was addressed in FULT that relates to an issue or challenge you are experiencing in your own discipline:

- Student learning
- Curriculum alignment (learning outcomes, aims, activities, assessment)
- Flipped classroom
- Assessment and feedback strategies
- Standards-based assessment (rubrics)
- Reflection/e-portfolios
- Evaluation strategies
- Small group or large group teaching

- 1) Read the articles provided for your selected topic. You are encouraged to find your own articles and videos as well that relate to your chosen topic. Review the key points: what do they tell us about learning and teaching in higher education? Outline their conclusions about how to improve learning at the tertiary level, critically exploring any differences in perspective and argument. Weave your review into an argument, do not just list and summarise the ideas discussed in the literature.  
(1500 words)



- 2) Consider the implications for teaching in your discipline. How well (or not) do the approaches and theories you have read in part 1 'translate' for your own subject and its 'conventional' learning and teaching practices? Use examples from the literature and from your own experience to help explore these questions.  
(1500 words)

A well-written review of the literature in this course is an evaluation of relevant material that illuminates your practice or your plans for improving it. It is not just a summary report of the work done by others. You are expected to use the literature to get another perspective of your own teaching and on your plans. The ultimate focus here is always on your own teaching practice.

Please submit your task as a Word or PDF document via a Moodle Turnitin link.

**Feedback**

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
<i>1: Summary of Learning</i>	<i>via Turnitin on Moodle</i>	<i>19 April, 2017</i>
<i>2: Learning and Teaching in your Discipline</i>	<i>via Turnitin on Moodle</i>	<i>14 June, 2017</i>

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name:  
 Assessment Task: *Assessment Task 1*

Student No.:

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the issues and key concepts involved</b> <ul style="list-style-type: none"> <li>apply concepts related to constructive alignment and standards-based assessment to develop your standards-based rubric and complete flipped classroom lesson plan</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>critically examine issues and practices discussed in FULT, and describe the implications to your own context and teaching practice</li> <li>identify strategies you will apply and/or not apply to your own teaching practice</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>appropriate and effective use of relevant FULT resources to support identification of issues and appropriate strategies to deal with them</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>appropriateness of overall structure of the response to the task</li> <li>clarity and coherence including use of section headings as required to enhance readability</li> <li>The completion of all parts of the assessment</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style)</li> <li>clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer**

**Date**

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

**Weighting:**                     50%

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  
 EDST5121 INTRODUCTION TO UNIVERSITY LEARNING AND TEACHING

Student Name:  
 Assessment Task: *Assessment Task 2*

Student No.:

SPECIFIC CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the issues and key concepts involved</b> <ul style="list-style-type: none"> <li>critical summary and application of, some of the concepts/issues introduced or discussed in FULT and from the associated literature</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>engagement with, and critical consideration of, a key learning and teaching issue, and its challenges, using a variety of sources.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>appropriate and effective use of relevant literature to support identification of issues in order to develop appropriate strategies for own subject discipline</li> </ul>					
<b>Structure and organization of response</b> <ul style="list-style-type: none"> <li>appropriateness of overall structure of the response to the task</li> <li>clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> <li>the completion of all elements of the set task, including selection of a focus, description of current practice, literature review, plans for change, peer feedback, and personal reflection</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>clarity, consistency and appropriateness of conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (APA style)</li> <li>clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS / RECOMMENDATIONS</b>					

**Lecturer**

**Date**

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

**Weighting: 50%**

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.