



UNSW
AUSTRALIA

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, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor. Marina Harvey
Office Location: Pro-Vice-Chancellor (Education) Portfolio
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Email: marina.harvey@unsw.edu.au
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Course Lecturer: Dr Lilia Mantai
Office Location: Pro-Vice-Chancellor (Education) Portfolio
Level 10, Stage II Library
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Admin Assistance: Administrator, Grad Cert ULT
Office Location: Pro-Vice-Chancellor (Education Portfolio),
Level 10, Stage II Library
Email: gcult@unsw.edu.au
Phone: 9385 0044

3. COURSE DETAILS

Course Name	Student Learning 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 36 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 Stage II Room 1024, 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:

- Topics have been updated to reflect contemporary sector and institutional issues
- Readings have been updated
- 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	1, 3
2 Collect and analyse evidence for how students experience learning in your classroom.	3
3 Review and evaluate literature and research on learning from a range of fields and theories and relate this to your own context	2, 3
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	1, 2, 3
5 Articulate your approach to teaching based on the insights about learning that you've gained	3

Standard		Assessment/s
1	Disciplinary knowledge and practices 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.	2, 3
2	Enquiry-based learning Use an analytical scholarly framework to examine their educational practice aimed at improving their effectiveness across these areas	2, 3
3	Cognitive skills and critical thinking <ul style="list-style-type: none"> • Identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions • Draw from and analyse a range of evidence from different perspectives to enhance their practice. 	1, 2, 3
4	Communication, adaptive and interactional skills 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.	1, 2, 3
5	Global outlook Analyse the impact of international trends and perspectives in higher education upon their local contexts and practices.	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:

- the role of reflection for learning
- learning theories
- student approaches to learning
- student engagement in learning
- students as partners, as researchers and as co-creators of knowledge
- work-integrated learning
- teaching excellence

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:

- critically engage with the key ideas and concepts and with each other via both in-class sessions, and online environment
- hear from how academics put these ideas and theories to practice in their classrooms
- 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)
- 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
- 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: The role of reflection for learning</i>		
1 24 July	2 hrs	Introduction to course and core concepts
2 31 July	5 hrs	Learning and reflective practice In class session: 12.30- 2.30pm, Friday 4th August
<i>Module 2: The learner in the university context</i>		

3 7 August	3 hrs	Learner presage: what they bring to the learning environment In class session: 12.30- 2.30pm, Friday 18 th August
4 14 August	2 hrs	
<i>Module 3: Learning theories</i>		
5 21 August	3 hrs	Student learning: Theories and approaches What is learning? What is knowing? In-class session: 12.30- 2.30pm, Friday 1 st September
6 28 August	2 hrs	
<i>Module 4: Students as partners</i>		
7 4 Sept	3 hrs	Students as partners, as researchers, and as co-creators In-class session: 12.30- 2.30pm, Friday 15 th September
8 11 Sept	2 hrs	
<i>Module 5: Student approaches to learning</i>		
9 18 Sept	4 hrs	Student conceptions of, and approaches to, learning.
23 Sept - 2 Oct		Mid semester break
<i>Module 6: Experiential learning</i>		
10 3 Oct	3 hrs	Experiential learning: Linking theory to practice with the example of WIL In-class session: 12.30- 2.30pm, Friday 6 th October
11 9 Oct	2 hrs	
<i>Module 7 Learning and teaching in a changing HE context</i>		
12 16 Oct	3 hrs	Exploring emerging issues amid the changing HE context In-class session: 12.30- 2.30, Friday 20 th October
13 23 Oct	2 hrs	

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	25 August
Assessment Task 2 Reflective Portfolio Peer Observation	2000 words	40%	3, 4	3,4	18 September
Assessment Task 3 Essay	3000– 3500	60%	1- 5	1, 2, 5, 6	30 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.

Assessment Task 1 – due 25 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, together with peer feedback.

Length: 500 - 750 words.

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

Assessment Task 2 – Reflective portfolio : Formative Peer Review - due 18 September

This involves a reciprocal peer observation of teaching experience where you will observe and review a class, and in turn, be observed. Your review will be guided by the dimensions used for UNSW peer review. It will involve using the portfolio you developed in your previous course. This task builds on Assessment task 1 and provides a segue way to Assessment task 3.

Length – 2000 words

Assessment Task 3 – Teaching philosophy - due 30 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 philosophy (also referred to as a rationale, approach or framework).

Length: 3000 - 3500 words.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	<i>Written</i>	25 th August
Assessment Two	<i>Written and oral</i>	2 nd October
Assessment Three	<i>Written and oral</i>	13 th November

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.:

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

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

SPECIFIC CRITERIA	(-) → (+)				
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"> • understanding of the task and its relationship to relevant areas of practice, theory and research • clarity and accuracy in use of the key terms related to student learning 					
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"> • observe and examine issues and draw out key insights 					
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"> • link the theory of teaching and learning with reflections on your practice as a learner and teacher 					
Structure and organization of response <ul style="list-style-type: none"> • clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability • completion of all components 					
Presentation of response according to appropriate academic and language conventions <ul style="list-style-type: none"> • clarity, consistency of sentence structure, vocabulary use, spelling, punctuation and word length and appropriateness of conventions and listing references (APA style) 					
GENERAL COMMENTS / RECOMMENDATIONS					

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. Third Edition.* Maidenhead: Open University Press.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach.* Camberwell: ACER Press.

Readings

Please note: This is a list of key readings across areas explored in the course – 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.

Module 1. Learning and reflective practice

Harvey, M; Coulson, D; Mackaway, T. & Winchester-Seeto, T. (2010). Aligning reflection in the cooperative education curriculum. *Australia Pacific Journal of Co-operative education*, 11 (3), 137-152. http://www.apjce.org/files/APJCE_11_3_137_152.pdf

Module 2. Learner presage: what they bring to the learning environment

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university. Third Edition.* Maidenhead: Open University Press. Chapter 1, The changing scene in university teaching, pp. 1-14.

Modules 3 and 5. Student learning and student approaches to learning in higher education

Stewart, M. (2012). Understanding learning: Theories and critique. In I. Hunt and D. Chalmers (eds). *University teaching in focus. A learning-centred approach* (pp.3-20). Camberwell: ACER Press.

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university. Third Edition.* Maidenhead: Open University Press. Chapter 2, Teaching according to how students learn, pp. 15-30.

Module 4: Students as partners

Brew, A. & Mantai, L. (2017). Academics' perceptions of the challenges and barriers to implementing research-based experiences for undergraduates. *Teaching in Higher Education*, 22, (5), 551-568. <http://dx.doi.org/10.1080/13562517.2016.1273216>

Krause, K-L. & Coates, H. (2008). Students' engagement in first-year university. *Assessment & Evaluation in Higher Education*, 33 (5), 493-505.

Module 6: Experiential learning

Mackaway, J.A; Winchester-Seeto, T; Coulson, D. & Harvey, M. (2011). Practical and pedagogical aspects of learning through participation: the LTP assessment design framework. *Journal of University Teaching & Learning Practice*, 8, (3), Article 5. <http://ro.uow.edu.au/jutlp/vol8/iss3/5/>

Module 7 Learning and teaching in a changing HE context

Gunn, V. & Fisk, A. (2013). [*Considering teaching excellence in higher education: 2007-2013 A literature review since the CHERI report 2007*](#). Heslington: The Higher Education Academy.