



**UNSW**  
AUSTRALIA

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, 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Associate Professor Marina Harvey  
Office Location: PVC(E) Portfolio  
Level 10, Stage II Library  
Email: [marina.harvey@unsw.edu.au](mailto:marina.harvey@unsw.edu.au)  
Phone: 9385 3062  
Availability: by appointment

Course Lecturer: Elaine Huber  
Office Location: PVC(E) Portfolio  
Level 10, Stage II Library  
Email: [gcult@unsw.edu.au](mailto:gcult@unsw.edu.au)  
Availability: by appointment

Admin Assistance: Administrator, Grad Cert ULT  
Office Location: PVC(E) Portfolio  
UNSW Sydney 2052  
Email: [gcult@unsw.edu.au](mailto:gcult@unsw.edu.au)  
Phone: 9385 0044

## 3. COURSE DETAILS

<b>Course Name</b>	Enhancing Learning and Teaching in Higher Educatio	
<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 36 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, Stage II Room 1024, 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 organisation 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 quality assurance, evaluation and enhancement in higher education together with the role of leadership for enabling and enacting each of these.

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 evaluation of 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:

- Redesigned online activities with the aim of enhancing clarity and engagement
- Reviewed the content to ensure currency and alignment
- Revised and updated the list of readings and references.

### **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 organisation 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>
1	<b>Advanced disciplinary knowledge and practices</b> 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
2	<b>Enquiry-based learning</b> 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
3	<b>Cognitive skills and critical thinking</b> Demonstrate advanced critical thinking and problem solving skills	1, 2
4	<b>Communication, adaptive and interactional skills</b> Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	<b>Global outlook</b> 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 and enhancements 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 Mondays listed below between 12.30 and 2.30pm on the dates specified below

Week Beginning	Online	Topics
<i>Module 1: Higher education quality assurance &amp; enhancement</i>		
1 24 July	2 hrs	Introduction to course and core concepts
2 31 July	5 hrs	
Quality assurance & enhancement: the UNSW and the national context In class session: 12.30- 2.30pm, Monday 31 <sup>st</sup> July		
<i>Module 2: Planning change</i>		
3 7 August	3 hrs	Building in research: A personal action plan  In class session: 12.30- 2.30pm, Monday 14 <sup>th</sup> August
4 14 August	2 hrs	
<i>Module 3: Planning change</i>		
5 21 August	3 hrs	Building in evaluation: models and approaches  In-class session: 12.30- 2.30pm, Monday 28 <sup>th</sup> August
6 28 August	2 hrs	
<i>Module 4: Planning change</i>		
7 4 Sept	3 hrs	Building in evaluation: data and impact  In-class session: 12.30- 2.30pm, Monday 11 <sup>th</sup> September
8 11 Sept	2 hrs	

<i>Module 5: Leading change</i>		
9 18 Sept	4 hrs	Distributed leadership for higher education learning and teaching change
23 Sept - 2 Oct		Mid semester break
<i>Module 6: Enabling change through reflective practice</i>		
10 3 Oct	3 hrs	The role of reflective practice in enhancement, in leadership and in evaluation
11 9 Oct	2 hrs	In-class session: 12.30- 2.30pm, Monday 9 <sup>th</sup> October
<i>Module 7: Communicating enhancement</i>		
12 16 Oct	3 hrs	Reporting and dissemination of evaluation and enhancement projects
13 23 Oct	2 hrs	In-class session: 12.30- 2.30, Monday 23 <sup>rd</sup> October

## 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).

For full details please consult the Moodle site.

<b>Assessment Task</b>	<b>Length (words)</b>	<b>Weight</b>	<b>Student Learning Outcomes Assessed</b>	<b>Program Learning Outcomes Assessed</b>	<b>Due Date</b>
Assessment 1a	500	0%	1,2,3	1,3,4	<b>31 July</b>
Assessment 1b	2000	40%	1,2,3,5	1,3,4	<b>28 August</b>
Assessment 2	3000-3500	60%	1,2,3,4	1,2,3,4,5	<b>16 October</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. **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 1a – Strategies and policies for enhancement - due 31 July**

This task is a short essay that explores the UNSW learning and teaching strategic and policy context and your analysis of how this may impact your individual and school's approach to the enhancement of learning and teaching. A peer review activity will provide constructive feedback during the first in-class session.

Length: 500 words.

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

### **Assessment Task 1b – Proposing a strategic enhancement - due 28 August**

Building on task 1a, this task requires you to consider a learning and teaching change or innovation that you plan to do. You are to reflect on the relationships between the wider context (as outlined in Task 1a) and the context in which you work. Propose a strategic enhancement (learning and teaching change or innovation) and support your proposal with the literature.

This task builds on Assessment task 1a and provides a foundation for Assessment task 2.

Length – 2000

### **Assessment Task 3 – Developing an enhancement project - due 16 October**

The final assessment task is to develop and write up a learning and teaching enhancement project.

Length: 3000 - 3500 words.



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	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the issues and key concepts involved</b> <ul style="list-style-type: none"> <li>understanding of the notion of relevant concepts and principles (e.g. change, leadership, approaches to change)</li> </ul>					
<b>Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to:</b> <ul style="list-style-type: none"> <li>observe and examine issues and develop possible strategies</li> <li>demonstrate understanding of the appropriateness of different approaches in different circumstances</li> </ul>					
<b>Use of appropriate literature</b> <ul style="list-style-type: none"> <li>appropriate and effective use of relevant literature 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 of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and language conventions</b> <ul style="list-style-type: none"> <li>clarity, consistency and appropriateness of conventions for quoting, 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:     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	(-)—————>(+)				
<b>Understanding of the issues and key concepts involved</b> <ul style="list-style-type: none"> <li>understanding of the notion of relevant concepts and principles (e.g. change, leadership, approaches to change)</li> </ul>					
<b>Evidence of critical reflection across multiple perspectives (including your own experiences, those of your colleagues as well the literature) to:</b> <ul style="list-style-type: none"> <li>observe and examine issues and develop possible strategies</li> <li>demonstrate understanding of the appropriateness of different approaches in different circumstances</li> </ul>					
<b>Use of appropriate literature</b> <ul style="list-style-type: none"> <li>appropriate and effective use of relevant literature 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 of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> </ul>					
<b>Presentation of response according to appropriate academic and language conventions</b> <ul style="list-style-type: none"> <li>clarity, consistency and appropriateness of conventions for quoting, 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: 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 A	<i>Verbal</i>	<b>31 July</b>
Assessment One B	<i>Written</i>	<b>11<sup>th</sup> September</b>
Assessment Two	<i>Written</i>	<b>30<sup>th</sup> October</b>

## 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](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 Text (please note that all of the texts are available as e-books from the library)***

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

### ***Key readings***

*Module 1: Higher education quality assurance & enhancement*

UNSW (2015). [UNSW 2025 Strategy. Our strategic priorities and themes](#). Kensington: UNSW Marketing Services.

*Module 2: Planning change: Building in research*

Harvey, M. (2013a). So you think you are doing action research? Indicators of enactment of participatory action research in higher education. *ALARj (Action Learning and Action Research Journal)*, 19 (1), 115-134.

*Module 3: Planning change: Building in evaluation*

Huber, E. (2017). Introducing a new learning and teaching evaluation planning framework for small internally funded projects in higher education. *Journal of University Teaching & Learning Practice*, 14(1), 2017. Available at:<http://ro.uow.edu.au/jutlp/vol14/iss1/9>

Huber, E. & Harvey, M. (2016). Project evaluation in higher education: a study of contextual issues. *Evaluation Journal of Australasia*, 16 (1), 19–37.

*Module 4: Planning change: Building in evaluation: data and impact*

Hinton, T. (2014). [The Impact Management Planning and Evaluation Ladder](#) (IMPEL). Office for Learning and Teaching.

*Module 5: Leading change*

Jones, S. & Harvey, M. (2017). A distributed leadership change process model for higher education. *Journal of Higher Education Policy and Management*, 29 (2), 126-139. DOI: <http://dx.doi.org/10.1080/1360080X.2017.1276661>

*Module 6:*

*Enabling change through reflective practice*

Harvey, M., Coulson, D. & McMaugh, A. (2016). Towards a theory of the ecology of reflection: reflective practice for experiential learning in higher education. *Journal of University Teaching and Learning Practice*, 13(2). <http://ro.uow.edu.au/jutlp/vol13/iss2/2>

*Module 7: Communicating enhancement*

Hinton, T., Gannaway, D., Berry, B. & Moore, K. (2011). [The D-Cubed Guide: Planning for Effective Dissemination](#). Strawberry Hills: Australian Learning and Teaching Council.

*Further readings will be provided in Moodle for each of the modules.*