



**UNSW**  
SYDNEY

Australia's  
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University



## **EDST5126**

Issues in Higher Education: Purpose, Role and Organisation

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Stephen Marshall	stephen.marshall@unsw.edu.au	Please email via the above email address to arrange appointments to meet to discuss your work.	Room 111, Level One, John Goodsell Building	+61 2 9385 8422

### School Contact Information

School of Education  
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### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

In this course you identify contemporary issues related to and impacting on higher education, including the purpose, role and structure of institutions. You examine current research and practice on learning and teaching, educational design, assessment, feedback and evaluation and the structure of academic work in higher education and the changing role higher education plays, for example, in terms of students, the community and employers.

### **At the conclusion of this course the student will be able to**

1. Identify key issues impacting on your organisation (or an organisation of your choice) with reference to recent higher education research and practice literature
2. Develop plans and strategies to address issues identified in your selected higher education context

### **Teaching Strategies**

#### **Teaching strategies:**

This course will enable students to identify issues in higher education that will enhance their practice as leaders of educational organisations. The course is based on 12 x 2 hours face-to-face sessions *or* equivalent, with one of these 12 sessions conducted asynchronously online.

The bulk of the work will be carried out by weekly individual and group activities out-of-class, requiring students to reflect, interact, present and evidence outcomes online, primarily through input into individual ePortfolios. The course will make use of an LMS as well as blogs and social networks.

There will be an opportunity to collaborate with peers in small group discussions, analyze content and reflect on varied perspectives and positions. Student learning will also be focused through an engagement with key readings and current practices and writing individual essays or equivalent, as well as completing a series of in-class and online presentations, activities and tasks.

#### **Rationale:**

Issues in higher education requires in-depth enquiry, reflection and debate of research and practice surrounding the higher education environment. In addition to the face-to-face classes, students will be expected to work in an online space in the form of an individual ePortfolio to evidence ongoing understandings and applications of key theories, concepts and practices introduced in the course.



## Assessment

### Assessment Criteria, Grading and Feedback

In **assessing** your work two questions will be considered:

1. Have you fulfilled ALL of the requirements of the assessment task?
2. How well have you demonstrated your achievement of the CLOs and PLOs associated with the task?

**Formative Feedback** on your response to *each week's Learning Activity* will be provided via Moodle.

**Feedback** for each *summative assessment task* (your e.Portfolio and your essay) will be provided on a designated **Feedback Sheet** specifically designed for each type of assessment task. Copies of each of these Feedback Sheets can be found on the course's Moodle site..

**Feedback will be provided in accord with the arrangements contained in the following table.**

Assessment Task	Feedback Mechanism	Feedback Date
Weekly contributions to e.Portfolios	Written individual and collective feedback	Each week
Completed e.Portfolio	Written – based on Assessment Rubric 1 (available in Moodle)	Within 10 days of submission
Essay or Equivalent	Written – based on Assessment Rubric 2 (Available in Moodle)	Within 10 days of submission

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Weekly tasks	40%	1,2	n/a	25/05/2018 05:00 PM
Essay	60%	1,2	n/a	01/06/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

## **Assessment 1: Weekly tasks**

**Start date:** Not Applicable

**Details:** Task 1 - Weekly tasks - 3000 words Students will receive written feedback within three weeks of submission.

### **Additional details:**

Each week you will be set, via the course's Moodle site, an individual and/or group Learning Activity that relates to that week's topic(s) of interest. The outcomes of these weekly Learning Activities should be summarised and presented in an e.Portfolio that you maintain and add to throughout the course.

Details on the nature and structure of the e.Portfolio required to meet the requirements of this assessment task are provided in Moodle.

**Submission notes:** The due date for submission of Assessment Task 1 pertains to the date on or before which you must submit your completed e.Portfolio. Submission dates, times and requirements for weekly individual and/or group activities can be found in Moodle.

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 2: Essay**

**Start date:** Not Applicable

**Details:** Task 2 - Essay - 3000 words Students will receive written feedback within three weeks of submission. This is the final assessment.

### **Additional details:**

Assessment Task 2 builds on the work completed in Assessment Task 1. This task requires you to develop:

1. an in-depth knowledge of ONE of the issues explored during the course; as well as a
2. fully justified plan and strategies to address this issue.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

# Resources

## Prescribed Resources

As this course is taught in a blended mode, each individual student is assumed to have access to a computer with a reliable broadband connection that can efficiently and effectively access and interact with UNSW's Moodle Learning Management System.

## Recommended Resources

### 1. Moodle Site

EDST 5126 Issues in Higher Education has an on-line presence within Moodle where you can find:

1. information concerning the structure and processes of the course (including further information about assessment tasks)
2. Learning Modules for each of the topics included in the Course Schedule
3. tools that you can use for independent research, collaboration, and sharing of information.

**You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.**

## Further Readings

In addition to the readings included within each week's Learning Activities, you may find the following readings helpful in your studies.

Altbach, G.P. (2005). "Patterns in Higher Education Development." In P.G. Altbach, R.O. Berdahl, and P.J. Gumpert, (Eds.), *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*, (2nd ed.). Baltimore: The Johns Hopkins University Press.

Anderson, G. (2006). Assuring quality/resisting quality assurance: Academics' responses to 'quality' in some Australian universities. *Quality in Higher Education*, 12(2), 161–173.

Biggs, J., & Tang, C. (2001). *Teaching for Quality Learning*. (4<sup>th</sup> ed.). Buckingham, UK: SRHE and Open University Press.

Boys, J. (2014). *Building Better Universities: Strategies, Spaces, Technologies*. New York: Routledge.

Churchill, D., King, M., & Fox, B. (2013). Learning design for science education in the 21st century. *Journal of the Institute for Educational Research* 45 (2), 404-421.

Flood, R.L. (2009). *Rethinking the Fifth Discipline: Learning within the unknowable*. London: Routledge.

Fitzpatrick, J., Sanders, J., & Worthen, B. (2012). *Program evaluation: alternative approaches and practical guidelines*. 4th International Edition. New York: Pearson.

- 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.
- Garrison, D.R., Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education, *The Internet and Higher Education*, 7(2), 95-105.
- Harvey, L. (2006). Guidelines of good practice: International network of quality assurance agencies in higher education. *Quality in Higher Education*, 12(3), 221–226.
- Keppell, M., Souter, K., & Riddle, M. (Eds.) (2012) *Physical and Virtual Learning Spaces in Higher Education: Concepts for the Modern Learning Environment*. IGI Global.
- Mirriahi, N., Alonzo, D., & Fox, B. (2015). A blended learning framework for curriculum design and professional development. *Research in Learning Technology 2015*, 23: 28451
- Law, N., Yuen, H.K., & Fox, R. (2011). *Educational Innovations Beyond Technology: nurturing leadership and establishing learning organizations*. New York: Springer.
- Macfarlane, B. (2012). Whisper it softly, professors can be academic developers too, *International Journal of Academic Development*, 17(2), 181-183.
- Marshall, S.J., Orrell, J., Cameron, A., Bosanquet, A. & Thomas, S. (2011) Leading and managing learning and teaching in higher education. *Higher Education Research & Development*, 30 (2), 87-103.
- Prosser, M., Ramsden, P., Trigwell, K., Martin, E. (2003). Dissonance in Experience of Teaching and its Relation to the Quality of Student Learning. *Higher Education* 28(1), pp. 37-48.
- Ramsden, P. (2003). *Learning to Teach in Higher Education* (2nd ed.). London: Routledge.
- Salter, D., Thomson, D.L., Fox, R., & Lam, J. (2013). Use and evaluation of a technology-rich experimental collaborative classroom, *Higher Education Research and Development* 32 (5), 805-819.
- Taylor, P.G. (1999). *Making sense of academic life: Academics, universities, and change*. Buckingham, UK: SRHE and Open University Press.

## University Library and Online Search Engines

Information concerning higher education can be identified and accessed from a wide variety of sources including the UNSW Library and its website: <http://info.library.unsw.edu.au/web/services/services.html> In addition, a number of on-line search engines such as Google Scholar, and websites such as those associated with the NTEU, Universities Australia, the Go8, or Universitas 21 can assist you to locate and access relevant information.

## Course Evaluation and Development

Throughout the course and upon completion of the course, students will be invited to provide informal feedback related to their experience:

1. as a learner in this course,
2. of the teaching in this course,
3. of the design of this course,
4. of the resources (Moodle site, readings etc associated with the course).

Where possible, to address any concerns that may arise, changes will be made to the course as it is unfolding. Where changes cannot be made immediately, students will be informed before the end of the course how their concerns will be followed up, and a notification as to what was done in response to these concerns will be placed in the course outline the next time the course is offered.

### **Image Credit**

Synergies in Sound 2016

### **CRICOS**

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