



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

Arts & Social  
Sciences

School of Education

EDST5126: Issues in Higher Education –  
Purpose, Role and Organisation

Semester 1

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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 Bidjigal 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  
EDST5126 Issues in Higher Education (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Professor Bob Fox  
Office Location: Library 1014  
Email: [bobfox@unsw.edu.au](mailto:bobfox@unsw.edu.au)  
Phone: 02 9385 8522  
Availability: Email or by appointment

## 3. COURSE DETAILS

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<b>Course Name</b>	Issues in Higher Education: purpose, role, and organization
<b>Credit Points</b>	6 units of credit (6 uoc)
<b>Workload</b>	150 hours including class contact, individual and group weekly activities, online work, readings, class preparation, assignments, etc.
<b>Schedule</b>	Tuesday 5-7pm Library Level 10, Rm 1023

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### *Summary of Course*

This course identifies contemporary issues related to and impacting on higher education, including the purpose, role and structure of institutions. It examines 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.

### *Aims of the Course*

This course aims to engage students in key debates related to significant contemporary issues and practices in higher education, to enable them to develop skills in researching, analysing, discussing and contributing to the field of higher education.

*The main ways in which the course has changed since last time as a result of student feedback*  
The course will now provide bi-weekly feedback to student via ePortfolios.

### **Course Learning Outcomes (CLOs)**

1. Identify current issues relating to and impacting on higher education
2. Evaluate and apply theoretical and conceptual models to analyse current challenges in higher education
3. Develop strategies to address current issues in an identified higher education context

Outcome	Assessments
1	1 Individual and Group weekly submissions to ePortfolio (40%)
2	2 Essay or equivalent (60%)

### **Program Learning Outcomes**

	Assessment/s	
1	Advanced disciplinary knowledge and practices 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	Research-based learning 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.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2

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

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.

### **5. 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 Moodle as the learning management system 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.

## 6. COURSE CONTENT AND STRUCTURE

<b>Week Beginning</b>	<b>Topics</b>
1 1 March	Introduction to issues, concepts and roles of higher education
2 7 March	Governance, management, and practice of higher education
3 15 March	Organisational learning and academic leadership
4 22 March	Changing curriculum and pedagogic design
<b>25 Mar – 3 Apr</b>	<b>Mid-Semester Break</b>
5 5 April	Educational evaluation
6 12 April	Changing learning environments
7 19 April	Changing student demographics
8 26 April	Teaching, assessment and feedback in blended and open learning environments
9 3 May	Assurance and improvement of quality processes and outcomes in learning, teaching and research education
10 10 May	Academic development and building academic careers
11 17 May	Research and teaching nexus: Ethics, Autonomy and Academic Freedom
12 24 May	Role of technology in learning, teaching and assessment <b>(Online session)</b>
13 31 May	Study Period

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment 1 Weekly tasks	3000 words or equivalent	40%	1,2	1, 2, 3	07/06/2016 5:00 PM
Assignment 2 Essay	3000 words or equivalent	60%	1,2	1,2,3	07/06/2016 5:00 PM

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.

### *Assignment Details*

#### *Assignment 1*

Students will be set individual and group tasks related to the weekly topics. Students need to evidence completion of tasks through presenting their work in class and online.

#### *Assignment 2*

Students will develop an essay ePortfolio of the completed weekly individual and group activities, based on research into the topics and on readings, provided in the Course Outline as well as additional readings referenced in the sessions. Outcomes of these activities should be presented in the ePortfolio. Assignment 2 will build on work completed in Assignment 1 leading to the development of plans and strategies to address issues identified in a selected higher education context.

## 8. RESOURCES

### **Recommended Readings**

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

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.

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.

### **Further Readings**

Argyris, C., & Schön, D. (1978). *Organizational Learning: A theory of action perspective*. Reading MA: Addison-Wesley.

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.

- 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.
- Fox, R. (2014). The Rise and Rise of Blended Learning. In D. Wong, K.C. Li, K.S. Yuen (Eds.), *Advancing Open and Distance Learning: Research and Practices. Proceedings of the 28<sup>th</sup> Annual Conference of the Asian Association of Open Universities, 28-31 October, 2014* (pp. 735-741).
- Fox, B., & Sidorko, P.E. (2013) Hong Kong projects and trends. In L. Watson (Ed.), *Better Library and Learning Spaces: Projects, Trends and Ideas*. (pp. 49-60). Facet Publishing.
- 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.
- 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.
- Middlehurst, R. 2004. "Changing Internal Governance: A Discussion of Leadership Roles and Management Structures in UK Universities." *Higher Education Quarterly*, 58 (4), 258-279.
- 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.
- 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.

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST5126 ISSUES IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment 1

SPECIFIC CRITERIA	(-) <span style="font-size: 1.2em;">—————&gt;</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in assessment</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up work.</li> <li>• depth of analysis, including theoretical as well as practical and policy-related issues</li> <li>• clarity and depth of implications/recommendations for improvement</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>• range of research and professional literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</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, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**      **Bob Fox**

**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 SHEET  
EDST5126 ISSUES IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment 2

SPECIFIC CRITERIA	(-) <span style="font-size: 1.2em;">—————&gt;</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• understanding of the task and its relationship to relevant areas of theory, research and practice</li> <li>• clarity and accuracy in use of key terms and concepts in assessment</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up work.</li> <li>• depth of analysis, including theoretical as well as practical and policy-related issues</li> <li>• clarity and depth of implications/recommendations for improvement</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>• range of research and professional literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• appropriateness of overall structure of response</li> <li>• clarity and coherence of organisation, including use of section headings and summaries to enhance readability.</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, paraphrasing, attributing sources of information, and listing references</li> <li>• clarity and consistency in presenting tables and diagrams</li> <li>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer**      **Bob Fox**

**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.**