



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 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
EDST5126 Issues in Higher Education (6 units of credit)
Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Professor Bob Fox
Office Location: Library 1014
Email: bobfox@unsw.edu.au
Phone: 0478492081
Availability: Email or by appointment

3. COURSE DETAILS

Course Name	Issues in Higher Education: purpose, role, and organization
Credit Points	6 units of credit (6 uoc)
Workload	150 hours including class contact, individual and group weekly activities, online work, readings, class preparation, assignments, etc.
Schedule	Tuesday 5-7pm Library Level 10, Rm 1025

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.

This course engages 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

- Increased opportunities for students to negotiate individual tasks to suit their workplace

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	Identify key issues impacting on your organization (or an organization of your choice) with reference to recent higher education research and practice literature (mainly addressing CLO 1 and 2)	1 Individual and Group weekly submissions to ePortfolio (40%)
2	Develop plans and strategies to address issues identified in your selected higher education context (mainly addressing CLO 2 and 3)	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 at least two of these sessions conducted asynchronously online.

The bulk of the work will be carried out by weekly individual and/or 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

Week	Topics
1	Introduction to issues, concepts and roles of higher education
2	Governance, management, and practice of higher education
3	Organisational learning and academic leadership
4	Changing curriculum and pedagogic design
5	Educational evaluation
6	Changing learning environments
7	Changing student demographics
Mid-semester break	
8	Teaching, assessment and feedback in blended and open learning environments
9	Assurance and improvement of quality processes and outcomes in learning, teaching and research education
10	Academic development and building academic careers
11	Research and teaching nexus: Ethics, Autonomy and Academic Freedom
12	Role of technology in learning, teaching and assessment
13	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	Two weeks after the last class
Assignment 2 Essay	3000 words or equivalent	60%	1,2	1,2,3	Two weeks after the last class

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 1

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

Further Readings

- 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. (2011). *Teaching for Quality Learning*. (4th 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.
- 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.
- 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.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5126 ISSUES IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment 1

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 theory, research and practice • clarity and accuracy in use of key terms and concepts in assessment 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up work. • depth of analysis, including theoretical as well as practical and policy-related issues • clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

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	(-) → (+)				
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 theory, research and practice • clarity and accuracy in use of key terms and concepts in assessment 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up work. • depth of analysis, including theoretical as well as practical and policy-related issues • clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

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.**