School of Education

EDST 5121
Introduction to University Learning and Teaching

Term 1, 2019

CONTENTS

Summary of Course

| 3 | Identify professional and ethical implications of adopting new educational practices for teachers and students | 2 |

Program

The weekly work modules will help focus your learning through engagement with key readings and resources on topics related to the work you need to do to complete your two required assessment tasks.

7. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	11 Feb	**Overview of Course and course requirements** 　Introduction to the course, course requirements
1*	18 Feb	**Module 1**: **Learning & Teaching in Universities** 　Theories of Learning and Teaching 　Discipline based Teaching; Teaching according to how students learn _Learning Activity 1_: 　Identify a learning and teaching challenge in your discipline/practice 　Prepare a draft response to Assessment Task 1 　Review the pedagogies at work in your discipline
2*	25 Feb	**Module 2: Educational Design for Effective Learning**

8. READINGS

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts. However, you are encouraged to read more widely in the scholarly literature on learning and teaching in higher education generally, and in your discipline in particular.

Prescribed Texts

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

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4th ed.). Buckingham, UK: SRHE and Open University Press.

Core Readings

Module 1. Learning and teaching in universities

Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning.* (4th

Peters, J. & Weisberg, M. (2011). A teacher's reflection book: exercises, stories, innovations. Durham, NC: Carolina, Academic Press. Chapter 2: Reflection: What it is and how to practice it, pp. 25-61.

9. ASSESSMENT

Assessment tasks in this course build on those you have already completed in your Foundations of University Leaning and Teaching (FULT) studies by providing you with further opportunities based on your deepening understanding of the theories and principles that underlie effective teaching and learning in higher education generally and in your discipline in particular, to identify an aspect of current teaching and/or learning practice in your discipline that you believe is in need of renovation or improvement, and to propose a plan to bring this improvement about.

Details of Assessment Tasks

Assessment Task 1 (50% weighting) (Maximum of 2000 words) (CLOs 1 and 2)

Submission Dates:

Draft for Peer Review:	05.00pm *on Friday 15 March 2019*
FINAL Submission Date:	**23.59pm on Sunday 24 March 2019**

a. Identify a current aspect of teaching and/or learning practice in your discipline that is related to **one** of the following broad areas, that you believe is in need of renovation or improvement.

> Student learning
> Curriculum alignment
> Educational design
> Blended learning
> Flipped classrooms
> Online learning
> Enquiry/research-based learning
> Work Integrated Learning
> Assessment and feedback
> Evaluation strategies

b. Taking into account the local, national and international context in which you work, and relevant (inter)national educational literature, prepare a review and scholarly critique of current practice in

Student Name: Student No.:

Assessment Task 1:   Review of Current Practice

SPECIFIC CRITERIA **Your response demonstrates:**	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the key issues and concepts involved Your response provides a clear explanation and analysis of the key issues and concepts involved in the identified learning and teaching challenge in your discipline, taking into account the UNSW context and especially the Scientia Education Experience.					
Depth of analysis and/or critique in response to the task Your response provides a deep critical analysis and review of the key issues involved in the identified learning and teaching challenge in your discipline.					

Student Name: Student No.:

Assessment Task 2:   Plan for Improvement

SPECIFIC CRITERIA

Your response demonstrates:

Developing (1)

Adequate (2)

Submission of Assessment Tasks

Assessment Task 1 - Should be submitted online via Turnitin in the Course's Moodle Site **AND** in the form of a ".doc" or ".docx" file via email to: stephen.marshall@unsw.edu.au by **23.59 PM on Sunday 24 March 2019**.

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

10. RESOURCES

Moodle Course

EDST 5121 Introduction to University Learning and Teaching 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.