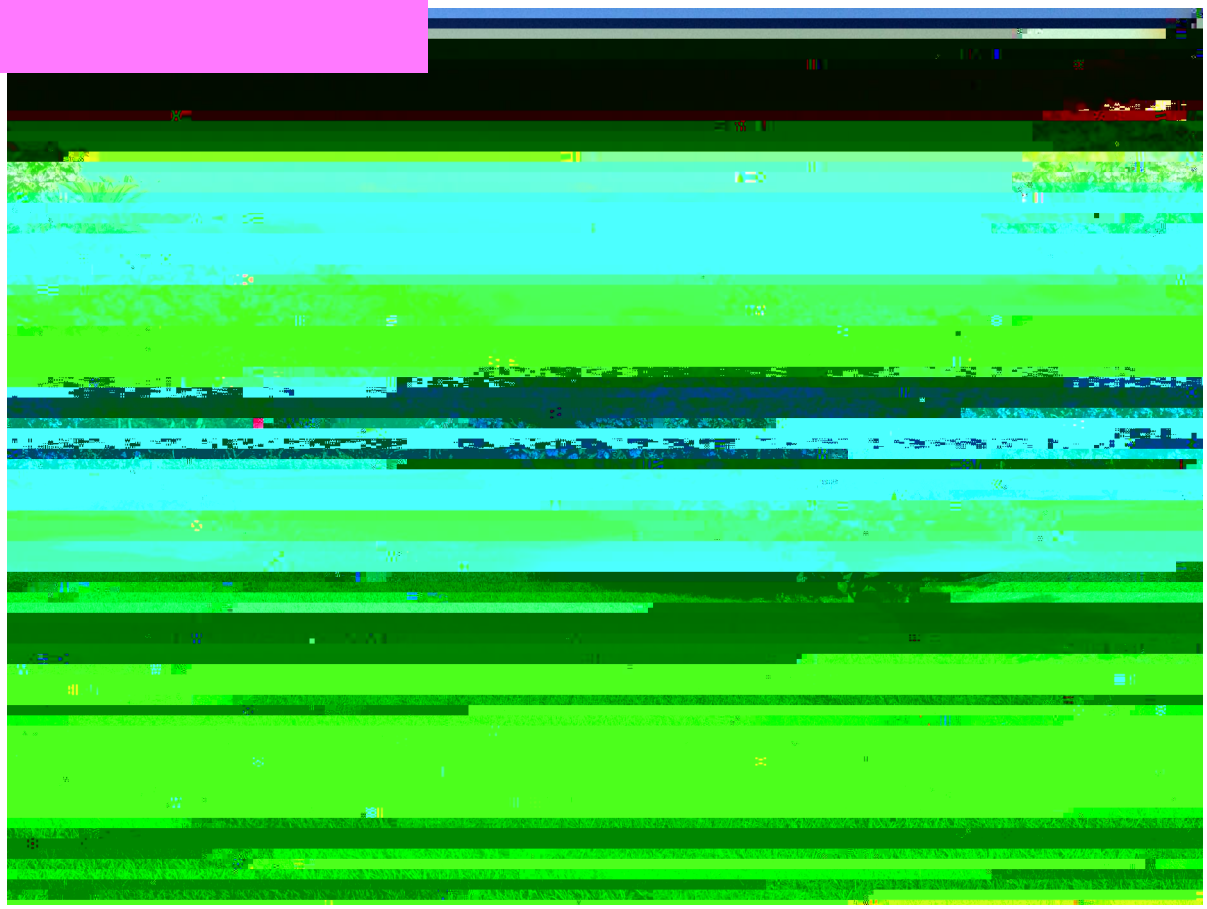

EDST5122

Student Learning in Higher Education

Semester Two // 2018

School of Education // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
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School Contact Information

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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

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

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

In this course, you will build on the brief introductions to student learning and effective teaching presented in the Introduction to University Learning and Teaching course. This course is based on the assumption that in order to improve student learning, teaching practice needs to be underpinned by an understanding of how people learn. You will consider learning from a number of perspectives that include the experiences of self, colleagues and students and the diverse educational literature that draws from fields such as adult learning, higher education, research into disciplinary learning and teaching and reflective practice. You will be asked to explore the nature of good teaching in higher education and approaches to teaching that lead to high quality learning.

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

1.

The teaching strategies for this course are:

1. to build on learning theories and approaches to teaching introduced in EDST5121 (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3) (Assessment 3)

2. to model effective learning centred and blended learning approaches in higher education in the teaching and assessment practices on this course (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)

3. to use the diverse experience of course participants as well as other academics to develop

Assessment

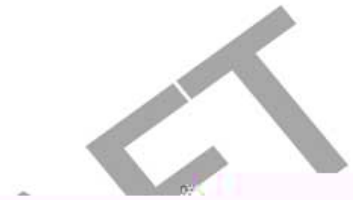
[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes		

Additional details:

The second assessment task is to write an essay on student learning and how it relates to your approach to teaching, drawing from your experiences, insights from your colleagues' experiences, the theoretical literature and from research into your own students' experiences of learning in one of your courses. The aim of the task is to use these insights to further develop and articulate your own teaching philosophy (also referred to as a rationale, approach or framework).



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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5122

Assessment Task: Assessment 2 (FINAL)

Specific Criteria	(-)——————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD) weighting : 20%

NB: this ticks in the various boxes and 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,

Submission of Assessment Tasks

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

Turnitin Submission

- Work submitted 10 to 19 days after the stipulated deadline

W7 k s d t adli bB ‰

Academic Honesty and Plagiarism

- understand your rights and responsibilities as a student at UNSW

		In-class session: 12.30- 2.30pm, Friday 31st August
Week 7: 3 September - 9 September	Online Activity	Week 7: Students as partners Students as partners, as researchers, and as co-creators
Week 8: 10 September - 16 September	Seminar	Week 8: Students as partners Students as partners, as researchers, and as co-creators In-class session: 12.30- 2.30pm, Friday 14th September
Week 9: 17 September - 23 September	Online Activity	Week 9: Student approaches to learning Student conceptions of, and approaches to, learning.
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Online Activity	Week 10: Experiential learning Experiential learning: Linking theory to practice with the example of WIL
Week 11: 8 October - 14 October	Seminar	Week 11: Experiential learning In-class session: 12.30- 2.30pm, Friday 12th October
Week 12: 15 October - 21 October	Seminar	Week 12: Learning and teaching in a changing HE context Exploring emerging issues amid the changing HE context In-class session: 12.30- 2.30, Friday 19th October

Resources

Prescribed Resources

Recommended Resources

Recommended Texts

Biggs, J. & Tang, C. (2007). *Rc_afgle dmp os_jgrw jc_plgle _r slgtcpqgrw*. Third Edition.Maidenhead: Open University Press.
Hunt, L. & Chalmers, D. (Eds). (2012). *Slgtcpqgrw rc_afgle gl dmasq, ? jc_plgle+aclrpcb _nnpm_af,* Camberwell: ACER Press.

Course Evaluation and Development

I will be teaching the course for the first time this semester. I look forward to your feedback through the semester and at the end of the course.

Image Credit

Sue Starfield

CRICOS

CRICOS Provider Code: 00098G