School of Education

EDST 5122
Enhancing Student Learning
in Higher Education

Term 3 2020

CONTENTS

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 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
    EDST 5122 Student Learning in Higher Education (6 units of credit)
    Term 3 2020

2. **STAFF CONTACT DETAILS**

Course Convenor:	Professor Stephen Marshall
Office Location:	Morven Brown Building, G20
Email:	stephen.marshall@unsw.edu.au
Availability:	Email to arrange an appointment.

3. **COURSE DETAILS**

Course Name	Enhancing Student Learning in Higher Education
Credit Points	6 units of credit (6 UOC)
Workload	150 hours incorporating online seminars, individual and group learning activities, independent reading, and the preparation of a response to two assessment tasks.
Schedule	The course is offered as scaffolded independent study with online seminars between 5 and 7pm on Monday evenings beginning in Week 1 (Monday 14th September 2020) and then as indicated in the Course Schedule from Monday 21 September 2020. http://classutil.unsw.edu.au/EDST_T3.html

    SUMMARY OF COURSE

    This course is an *elective course* in the Graduate Certificate in University Learning and Teaching (GCULT) and Master of Education (Higher Education) programs programs.

    It utilises and builds on theories of learning and teaching introduced

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Research suggests that students learn best when they are actively engaged in their learning through analysis, discussion, collaboration, reflection and application. This research has driven a shift in the way we teach, moving from a transmission approach, to learning centred and blended learning approaches. The teaching strategies in this course aim to model these approaches.

5. TEACHING STRATEGIES

To scaffold and support your learning, you will be provided with:

(a) key readings on theories of learning and their implications for teaching in higher education,

(b) online learning activities aimed at developing critical awareness of the constructs and theories contained in these readings, and

(c) online tools to enable and foster collaboration and facilitate discussion and reflection on the implications of these theories and constructs for practice.

Three assessment tasks including regular weekly learning activities will facilitate the transfer of your knowledge of key constructs and theories of learning and teaching into practical actions that practic

6. COURSE CONTENT STRUCTURE AND SCHEDULE

Week	Week Beginning	Course Content and Work Schedule
0	7 Sep	**Week 0: Overview of course and course requirements** Introduction to the course, course requirements
1*	14 Sep	**Week 1: Teachers' Assumptions and beliefs about students, learning and teaching** **Learning Activity -** Articulating and comparing personal assumptions and beliefs about students, learning and teaching **Online Seminar –** Revealing and articulating personal assumptions and beliefs about students, learning and teaching
2*	21 Sep	**Week 2: Preparing and peer reviewing a draft response to Assessment Task 2 (AT2)** Complete the learning activities from Week 1 Draft your response to AT2 Submit your draft response to AT2 for Peer Review by **5.00pm Friday 25 September 2020** **Online Seminar –** The process to be used for Peer Reviewing Draft Responses to AT2
3	28 Sep	**Week 3: Revising your response to AT2 in light of your peer review partner's feedback** Return your Peer Review **5.00pm Monday 28 September 2020** Redraft your response to Assessment Task 2 in light of peer review feedback **Submit your FINAL revised response to AT2 by 5.00PM Friday 2 October 2020**
4	5 Oct Labour Day	**Week 4: Perspectives on Students, Learning and Teaching in HE** **Learning Activities** - Exploring seminal theories on students, learning & teaching in HE
5*	12 Oct	**Week 5: Foundations of Contemporary Theories of Learning and Teaching in HE** **Online Seminar** Engaging with the Scholarly Literature **Learning Activities -** Exploring the foundations of contemporary theories of learning in HE
6*	19 Oct	**Week 6: Learning In a Connected World** **Online Seminar –** Learning in a connected world: new ways of learning, new ways of knowing? **Learning Activity** Learning In a Connected World Connectivist and Collaborativist Theories of Learning and Teaching.
7	26 Oct	**Week 7: Teaching and Learning in On-Campus, Online and Blended Contexts** **Learning Activity –**

*On-line seminar scheduled on Monday of this week from 5.00   7.00pm

7. RESOURCES

Readings

This course has two prescribed texts. Weekly learning activities will be based upon readings from these texts and other prescribed readings. 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.

Moodle Course

EDST 5122 Enhancing Student Learning 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
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Assessment Details

Assessment Task 1:

Contributions to Online Learning Activities

(20% weighting) (Maximum of 2000 words) (CLOs 1, 2, 3 and 4; PLOs 1, 2, 3, 4 and 5)

Submission Dates:

As required throughout the course

Make contributions to Learning Activities that advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and higher education more widely.

Assessment Task 2:

A review of teachers' understandings of learning and teaching in your discipline

(40% weighting) (Maximum of 2000 words) (CLOs 1 and 2; PLOs 1, 2 and 5)

Submission Dates:

Draft for Peer Review:	5.00 pm on Friday 25 September 2020
FINAL Submission Date:	**5.00 pm on Friday 2 October 2020**

Prepare a review *of teachers' understandings of* learning and teaching in your discipline that includes answers to the following questions:

What are the assumptions, values and beliefs about student learning that underpin your own and your colleagues

How do these assumptions, values and beliefs about student learning influence your own and approaches to teaching in on-campus, online and blended contexts?

How do these assumptions, values and beliefs about student learning compare with those

scholarly literature on learning and teaching?

Assessment Task 3:

An essay on your developing understanding of student learning and how it will influence your future approach to teaching in on-campus, online, and blended contexts.

(40% weighting) (Maximum of 2000 words) (CLOs 1, 2, 3 and 4; PLOs 1, 2, 3, 4 and 5)

Submission Dates:

Draft for Peer Review:	5.00 pm on Monday 9 November 2020
FINAL Submission Date:	**5.00 pm on Friday 20 November 2020**

Building on your response to Assessment Task 2, and drawing from:

a.   your experiences,
b.
c.   the theoretical literature, and
d.

write an essay on how your understanding of student learning has evolved as a result of your participation in this course and what the implications of this evolution are for your future teaching in on-campus, online and blended contexts.

This will require you to articulate:

your understanding of student learning upon entering the course and how this understanding influenced your approach to teaching

the significance of different aspects of the course (theories of learning examined, observations and insights of colleagues and/or feedback from students) in the evolution of your understanding of student learning

how your understanding of student learning has changed   what you now understand about student learning in your discipline,

what the implications of this new understanding of student learning means for your future teaching practices in on-campus, online and blended contexts, and

how and why these changes to your future teaching strategies are likely to positively impact on student learning

Submission of assessments

You

Assessment Task 1   As required via posts to Moodle Learning Activity Discussion Forums.

Assessment Task 2 - Should be submitted online via Turnitin in the Cou
of a MS Word   by **5.00pm on Friday 2 October 2020**

Assessment Tasks 3 - Should
form of a MS Word   by **5.00 pm on Friday 20 November 2020**.

You do not need to use a cover sheet on your assessment tasks. However, you are expected to **put your name and student number on every page of your assignment submissions** (where appropriate).

You 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.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

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 learning outcomes (including the PLOs or graduate capabilities) associated with the task?

Feedback on each assessment task will be provided:

Formatively, by a peer (AT2 and AT3) and the Course Convenor (AT1)

Student Name: Student No.:

Assessment Task 1: **Weekly contributions to online learning activities**

SPECIFIC CRITERIA **Your response demonstrates:**	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
Understanding of the key issues and concepts involved (WEEK 2) Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.					
Understanding of the key issues and concepts involved (WEEK 5) Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.					
Understanding of the key issues and concepts involved (WEEK 8) Your responses clearly advance discussion, debate and understanding of the key concepts and theories of learning and teaching in your discipline and in higher education more generally.					
GENERAL COMMENTS / RECOMMENDATIONS 					

Lecturer: Professor Stephen Marshall   **Date:**

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

The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

Student Name: Student No.:

Assessment Task 2: **Review of teacher understandings of learning & teaching in your discipline**

SPECIFIC CRITERIA

Your response demonstrates:

	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4-6)