



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST 5126

Issues in Higher Education

Term 1, 2020

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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 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)
Term 1 2020

2. STAFF CONTACT DETAILS

Course Convenor: Professor Stephen Marshall
Office Location: G20 Morven Brown Building (G20 UNSW Campus Map reference)
Email: stephen.marshall@unsw.edu.au
Phone: 02 9385 8422
Availability: By appointment. Please contact 9385-8422 or email to the above address.

3. COURSE DETAILS

Course Name	Issues in Higher Education
Credit Points	6 units of credit (6 UOC)
Workload	150 hours incorporating weekly individual and group online learning activities, reading, and assignment preparation.
Schedule	Weekly on-line seminars on Mondays from 5.00 to 7.00pm beginning Monday of Week 1 (17 February 2020) http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF THE COURSE

This course will engage you in key debates related to significant contemporary issues in research, policy and practice in HE. Specifically in the areas of:

- the organisation, governance and management of HE;
- leadership in HE;
- students and learning in HE;
- educational design for HE;
- teachers and teaching in HE;
- the structure and development of academic work;
- research; and
- the assurance of quality in higher education.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED AS A RESULT OF STUDENT FEEDBACK:

- the course has been re-designed so that it can be completed fully on-line
- readings associated with weekly learning activities have been updated
- assessment rubrics to support personal and peer review of responses to assessment tasks 1 and 2 have been revised.

COURSE LEARNING OUTCOMES

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

PROGRAM LEARNING OUTCOMES

Outcome	Assessment/s
Advanced disciplinary knowledge and practices 1 Demonstrate an advanced understanding of the field of education as it relates to higher education, and the ability to synthesize and apply related disciplinary principles and practices to new or complex environments.	1,2
Research-based learning 2 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
Cognitive skills and critical thinking 3 Demonstrate advanced critical thinking and problem solving skills	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The national and international context for Higher Education is constantly changing. Increasing demand for universities to support:

- the international community to address global challenges;
- nations and local communities to address their local development needs; and
- global/local efforts to ensure all peoples enjoy the benefits of peace, freedom and social justice,

coupled with rapid population growth, changing demographics and technology, has resulted in significant and fundamental questions being asked about the appropriateness of all aspects of traditional HE policy and practice.

This course is specifically designed to enable you:

- to identify, within defined areas of research, policy and practice in HE, significant contemporary issues in need of resolution, and in the case of one chosen issue
- to explore how this issue might be addressed.

Thus, each week the course will introduce you to a different area of HE research, policy and practice, providing you with opportunities to develop a broad understanding of the area, and of some of the many challenges / issues faced by the sector, in this area.

In doing so the course will assist you to identify the broad area of HE research, policy or practice that may become the focus of your MEd capstone project undertaken in the course EDST5888.

5. TEACHING STRATEGIES

To engage you in the process of exploring some of the contemporary issues facing HE today, the course employs 10 weekly online learning modules that require you to read, collate, analyse, reflect, and evaluate current research, policy and practice in HE.

In each module you will be scaffolded and supported in your work by:

- designated readings
- a weekly two-hour online seminar, and
- a structured learning activity.

Two assessment tasks will provide you with opportunities to synthesise and demonstrate your developing understanding of the nature of the issues facing HE in the areas of research, policy and practice considered.

The course makes use of Moodle as the learning management system and Zoom as the online seminar tool.

There will be opportunities for you to work independently, to collaborate with peers, and to give and receive feedback on your own and others' work in responding to learning activities and assessment tasks.

6. COURSE CONTENT STRUCTURE AND SCHEDULE

Module	Week Beginning	Course Content and Work Schedule
0	10 Feb	Overview of course and course requirements <ul style="list-style-type: none"> • Complete Week 0 Introductory Activity
1	17 Feb	Researching HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 17 Feb 2020 • Week 1 Learning Activity • Assessment Task 1 – Week 1 LA Posts due by 5pm Monday 24 Feb 2020
2	24 Feb	Organization, Governance & Management of HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 24 Feb 2020 • Week 2 Learning Activity • Assessment Task 1 – Week 2 LA Posts due by 5pm Monday 4 Mar 2020
3	2 Mar	Leadership in HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 2 Mar 2020 • Week 3 Learning Activity • Assessment Task 1 – Week 3 LA Posts due by 5pm Monday 9 Mar 2020
4	9 Mar	Students and Learning in HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 9 Mar 2020 • Week 4 Learning Activity • Assessment Task 1 – Week 4 LA Posts due by 5pm Monday 16 Mar 2020
5	16 Mar	Educational Design for HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 16 Mar 2020 • Week 5 Learning Activity • Assessment Task 1 – Week 5 LA Posts due by 5pm Monday 23 Mar 2020
6	23 Mar	Structure and Development of Academic Work <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 23 Mar 2020 • Week 6 Learning Activity • Assessment Task 1 – Week 6 LA Posts due by 5pm Monday 30 Mar 2020
7	30 Mar	Research and HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 30 Mar 2020 • Week 7 Learning Activity • Assessment Task 1 – Week 7 LA Posts due by 5pm Monday 6 Apr 2020
8	6 Apr	Assuring Quality in HE <ul style="list-style-type: none"> • On-line seminar 5.00-7.00pm Monday 6 Apr 2020 • Week 8 Learning Activity • Assessment Task 1 – Week 8 LA Posts due by 5pm Monday 13 Apr 2020 • Begin/Continue drafting your response to Assessment Task 2
9	13 Apr	Independent Research and Writing <ul style="list-style-type: none"> • Continue drafting your response to Assessment Task 2 • On-line seminar 5.00-7.00pm Monday 13 Apr 2020 • Submit your draft response to Assessment Task 2 for peer review by 05.00pm Friday 17 April 2020 • Review a colleague's response to Assessment Task 2 by 5pm Monday 20 Apr 2020
10	20 Apr	Independent Research and Writing <ul style="list-style-type: none"> • Complete your response to Assessment Task 2 in light of your colleague's feedback • On-line seminar 5.00-7.00pm Monday 20 Apr 2020 • Submit your response Assessment Task 2 – Essay by 5pm on Monday 27 April 2020

7. RESOURCES

Prescribed Text

There is NO prescribed text for this course.

Prescribed Readings

A list of the prescribed readings for each weekly work module can be found in the **Course Information** section of the course's Moodle site.

Readings can be accessed from the library using the **Leganto link** in the **Course Information** section of the course's Moodle site. Alternatively, readings relevant to each week can be **downloaded** directly from the appropriate week in Moodle.

Information concerning higher education can be identified and accessed from a wide variety of sources including the UNSW Library and its website:

<http://info.library.unsw.edu.au/web/services/services.html>

In addition, a number of on-line search engines such as Google Scholar, and websites such as those associated with the NTEU, Universities Australia, the Go8, or Universitas 21 can assist you to locate and access relevant information.

Moodle Course

EDST 5126 Issues 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 information about assessment tasks)
2. independent and/or group *learning activities* for each of the topics included in the Course Schedule
3. *tools* that you can use for independent research, collaboration, and sharing of information
4. *links* to access readings and the course's online face-to-face seminars.

You should ensure that you are a regular visitor to and user of this site as it will be the principal means by which the Course Convenor will communicate information and provide feedback to you and your colleagues.

Online Seminars

The online seminars associated with the course are **COMPULSORY**.

Online seminars will be conducted via **ZOOM**.

Login details for each online seminar can be found in *the relevant weekly section* in Moodle. Simply click on the link. If you have difficulty, cut and paste the URL into *your web browser* and *enter the information required*.

These online seminars will **begin at 5.00 pm** each Monday evening.

If you intend to participate you should **LOGIN FROM 4.55 – 5.00pm**.

Login after 5.10 pm will be blocked to prevent disruption to the class.

Seminars will run as long as needed and will always **conclude by 7.00pm**.

8. ASSESSMENT

Assessment Component	Description	Length	Weight	Course Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Task 1	e.Portfolio of Weekly Learning Activities	In total 3000 words or equivalent (Max 375 words each)	40 %	1, 2	1, 2, 3	By 5pm each Monday from 24 Feb to 13 Apr 2020
Task 2	Essay or Equivalent	3000 words or equivalent	60 %	1, 2, 3	1, 2, 3	By 5pm Monday 27 Apr 2020

Submission of Assessment Tasks

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessments will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of their 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 tasks in this course are designed to scaffold your learning and provide you with opportunities to **synthesise** and **demonstrate**:

- your understanding of the nature of the issues facing HE in the areas of research, policy and practice considered, and
- your capacity to develop, articulate and justify a plan for addressing one of these issues.

Assessment Details

Assessment Task 1 (40% weighting) (Total 3000 words/ Max 375 words each) (CLO's 1 and 2)

Submission Dates:

- *Weekly Submissions:* 5pm each Monday from 24 Feb to 13 Apr 2020
- **FINAL Submission Date:** 5pm Monday 13 Apr 2020

Each week you will be expected to contribute, via the course's Moodle site, to a Learning Activity that relates to that week's topic(s) of interest. Over time, your contributions to these activities will accumulate and collectively comprise your e.portfolio of significant contemporary issues in HE.

Assessment Task 2 (60% weighting) (Maximum 3000 words or equivalent) (CLO's 1, 2 and 3)

Submission Dates:

- *Draft for Peer Review:* 05.00pm on Friday 17 April 2020
- **FINAL Submission Date:** 5pm on Monday 27 April 2020

(Assessment Task 2 builds on the work you do in responding to one of the Learning Activities comprising Assessment Task 1)

Taking into account the local, national and international context for higher education, and with appropriate scholarly justification:

- a. Identify a significant contemporary issue in HE that you believe needs to be addressed
- b. articulate a strategy and plan to address this issue.

Drafts of responses to Assessment Task 2 submitted for Peer Review can be emailed directly to your peer review partner and the Course Convenor using your student email address.

FINAL submissions of Assessment Task 2 **MUST** be submitted online **in the form of a “.doc” or “.docx” file via Turnitin** in the Course's Moodle Site.

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.

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 graduate capabilities or Program Learning Outcomes) associated with the task?

Performance against each assessment criterion will be determined in accord with the **Assessment Rubric** associated with each task. These can be found in the **Course Information** section of the course's Moodle site.

Formative feedback on each week's Learning Activity responses will be provided collectively via Moodle.

Summative feedback on each assessment task (your e.Portfolio of responses to weekly learning activities and your essay) will be provided on a designated **Feedback Sheet** (copies of which follow), and in accord with the schedule below.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 5126 ISSUES IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 1: e.Portfolio of Learning Activity Posts

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<p>Understanding of the question or issue and the key concepts involved Your posts demonstrate:</p> <ul style="list-style-type: none"> • an understanding of the tasks involved • a depth of understanding of key principles, concepts, issues associated with these tasks • evidence appropriate responses to the tasks 					
<p>Depth of analysis and/or critique in response to the task Your posts demonstrate:</p> <ul style="list-style-type: none"> • depth of analysis of theoretical as well as practical and policy-related issues • clarity and depth of understanding of the implications of these issues 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Your posts make appropriate and effective use of the relevant (inter)national research and professional literatures to support your analyses. 					
<p>Structure and organisation appropriate to the task</p> <ul style="list-style-type: none"> • Your posts are appropriately structured given the nature of the task and make appropriate use of headings, introductions, transitions, and summaries to enhance readability. 					
<p>Appropriate academic and linguistic conventions Your posts:</p> <ul style="list-style-type: none"> • clearly, consistently and appropriately apply conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style) • use vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions. 					
<p>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</p>					

Lecturer: Professor Stephen Marshall

Date

Recommended: /40 (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
EDST 5126 ISSUES IN HIGHER EDUCATION

Student Name:

Student No.:

Assessment Task 2: Essay or Equivalent

SPECIFIC CRITERIA	Developing (1)	Adequate (2)	Proficient (3)	Advanced (4)	Outstanding (5)
<p>Understanding of the question or issue and the key concepts involved Your response demonstrates:</p> <ul style="list-style-type: none"> an understanding of the tasks involved in responding to this assessment task a depth of understanding of the key concepts and principles involved with the identified issue and the strategy/plan to address it evidence and appropriate response to the tasks 					
<p>Depth of analysis and/or critique in response to the task Your response demonstrates:</p> <ul style="list-style-type: none"> depth of analysis of theory, practice and policy related to the identified issue clarity and depth of understanding of the implications of this issue clarity and depth of understanding of the strategies necessary to resolve this issue 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> Your response makes appropriate and effective use of the relevant (inter)national research and professional literatures to support your analyses. 					
<p>Structure and organisation appropriate to the task</p> <ul style="list-style-type: none"> Your response is appropriately structured given the nature of the task and makes appropriate use of section headings, introductions, transition signals, and summaries to enhance readability. 					
<p>Appropriate academic and linguistic conventions Your response:</p> <ul style="list-style-type: none"> clearly, consistently and appropriately applies conventions for quoting, citing, paraphrasing, attributing sources of information, and listing references (e.g., APA style) uses vocabulary, spelling, punctuation and sentence structure (grammar) consistent with modern English language conventions. 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Professor Stephen Marshall

Date

Recommended: /60 (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.**