EDST5121

Introduction to University Learning and Teaching

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Stephen Marshall	stephen.marshall@unsw.edu.au	By appointment. Please contact 9385-8422 or email to the above address.	Room 111, Level 1, John Goodsell Building	02 9385 8422

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

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

This course is the core course in the Graduate Certificate in University Learning and Teaching Program. The course will introduce you to a range of topics and issues in learning and teaching in higher education. In this course, you will engage with current thinking on learning and teaching in higher education, consider various approaches to pedagogy, and investigate a learning and teaching challenge in your own discipline, in a scholarly and reflective way to improve your teaching practices.

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

1. Apply scholarly readings on curriculum, assessment and pedagogy to inform teaching and related educational practices.
2. Apply critical reflective practice to review and improve own teaching, student learning and related activities.
3. Identify professional and ethical implications of adopting new educational practices for teachers and students.

Teaching Strategies

Teaching strategy: The teaching strategy in this course requires you to collate, reflect, analyse and evaluate your own teaching and related practice, and through scholarly reading, identify pathways **that may lead to** improvement in student learning and your own teaching development and practice.

Rationale: Teachers and educational developers learn best when they are actively engaged in analysing their own teaching and related practices, and implementing new solutions to identified problems or challenges in teaching.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Review of a teaching and learning challenge	50%	1		26/08/2018 11:00 PM
Plan to address teaching and learning challenge	50%	3		23/09/2018 11:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Review of a teaching and learning challenge

Start date: Not Applicable

Details: Identification and review of a teaching and learning challenge in your discipline.2000 wordsWritten feedback within 10 business days of submission

Additional details:

See Moodle

Submission notes: See Moodle

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Plan to address teaching and learning challenge

Start date: Not Applicable

Details: Plan to address a learning and teaching challenge in your discipline2000 words.Students will receive written feedback within 10 business days of submission.

Additional details:

See Moodle

Submission notes: See Moodle

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

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EDST5121

Assessment Task: Review of a teaching and learning challenge

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key 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 anaysis and/or critque 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.					
Familiarity with and relevnce of professional and/or research literature used to support response • Your response makes appropriate and effective use of the relevant (inter)national literature to support your review, comparing and evaluating differences in perspective found in the literature.					
Structure and organization of response • 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.					

Presentation of response according to appropriate academic and linguistic conventions
 	
• Your response:
  ◦ 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:					

Specific Criteria	(-)—————————>(+)

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, 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.**

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Assessment Task: Plan to address teaching and learning challenge

Specific Criteria	(-)————————>(+)				

Understand of the question or issue and the key concepts involved
 	
• Your response:
  ○ provides a clear, in-depth explanation with explicit reference to the UNSW context and the Scientia Education Experience,of the changes to current practice necessary to address the identified learning and teaching challenge in your discipline
  ○ includes a clearly articulated action plan to effect these changes.					

Depth of anaysis and/or critque in response to the task • Your response provides a deep and broad critical analysis of the changes required to address the identified learning and teaching challenge in your discipline – one that takes into consideration the ethical and pedagogical implications of these changes					
Familiarity with and relevnce of professional and/or research literature used to support response • Your response makes appropriate and effective use of relevant (inter)national literature to support your arguments for change and to identify and resolve the ethical and pedagogical implications of adopting the proposed changes					
Structure and organization of response • 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					

Presentation of response according to appropriate academic and linguistic conventions
 	
• Your response:
  ○ 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					

Specific Criteria	(-)—————————>(+)				
structure (grammar) consistent with modern English language conventions.					
General comments/recommendations for next time:					

Lecturer

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Submission of Assessment Tasks

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

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

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)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O Week: 16 July - 20 July	Online Activity	**Overview of Course and course requirements** • Introduction to the course, course requirements
Week 1: 23 July - 29 July	Module	Learning and Teaching In Universities • Reading • Online Learning Activity
Week 2: 30 July - 5 August	Module	Educational Design for Effective Learning • Reading • Online Learning Activity
Week 3: 6 August - 12 August	Module	Identifying Educational Practices in Your Discipline in Need of Improvement • Reading • Online learning activity
Week 4: 13 August - 19 August	Module	Independent Writing - Complete drafting your response to Assessment Task 1
Week 5: 20 August - 26 August	Module	Peer Review and Revision of Draft Responses to Assessment Task 1 • Online learning activity • Peer Review Activity
Week 6: 27 August - 2 September	Module	Improving educational pracrtices within your discipline • online learning activity
Week 7: 3 September - 9 September	Module	Independent Writing - Complete your draft response to Assessment Task 2
Week 8: 10 September - 16 September	Module	Peer Review and Revision of your Draft Response to Assessment Task 2 • Online learning activity • Peer review activity
Week 9: 17 September - 23 September	Module	Independent Writing - Completing your Response to Assessment Task 2
Week 10: 1 October - 7 October	Online Activity	Reflecting on your learning from EDST 5121 - Update your Teaching Portfolio
Week 11: 8 October - 14 October	Online Activity	Reflecting on your learning from EDST 5121 - Establishing Criteria for evaluating your teaching
Week 12: 15 October -	Online Activity	Reflecting on your learning from EDST 5121 -

21 October		Developing Work practices and resources to QA and Improve your teaching

Resources

Prescribed Resources

Broadband Internet access to enable you to participate in the online seminars nd activities associated with this course.

See Moodle for further details.

Recommended Resources

Course Evaluation and Development

The main ways in which the course has changed as a result of student feedback since the last time it was offered are:

1. You will be provided with more opportunities forengagement with the teaching staff and your fellow students via weekly on-line learning activities and seminars
2. You will be given the opportunity to give and receive feedback on draft assignments through the inclusion of a peer review exercise prior to the submission date for each assignment.

Image Credit

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