Unit of Study Details

Credits: 6
Prerequisites: EDPR5001 and EDPR5003
Preparation: Experience of teaching in a university context.

Teaching Staff Details

Unit of study coordinator: Professor Keith Trigwell
Room and building: 237 F03
Phone number: 9351 4572
Email: keith.trigwell@sydney.edu.au
Arrangements for student consultation:
Please contact Keith to arrange a consultation time.

Please note, if you have enquiries about your enrolment or fees, then these issues are handled through the Faculty of Education and Social Work’s student administration office, where the contact person is the Graduate Student Advisor, Gilbert Cheng 9351 4054 or gilbert.cheng@sydney.edu.au

What is the unit about

Rationale

This unit will offer you opportunities to develop your knowledge and skills in the scholarship of teaching and learning, and inquire into your teaching practice, plan improvement, and communicate your plans for these improvements in a scholarly form. It draws on the higher education literature as well as teaching scholarship in your discipline.

Desired outcomes:

As a result of successfully completing this unit of study you should be able to:

1. Use higher education scholarship and research literature in teaching;
2. Design enquiry and evaluation projects;
3. Communicate your scholarship of teaching and learning to colleagues.

Topics

The unit focuses on the scholarly ways that student learning can be enhanced. It begins by revisiting evaluation and the use of the higher education disciplinary literature in evaluation. The second part of the unit concentrates on the design of activities that are hypothesized to lead to enhanced student learning. In both cases participants are encouraged to use actual examples from their teaching contexts.

Timetable and Teaching Mode

The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate...
Graduate Certificate in Educational Studies (Higher Education)

Evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.

This unit comprises three face-to-face class meetings and individual group consultation meetings. Class meetings are held on Friday afternoons from 1.00-4.00pm.

We understand that unavoidable commitments may occasionally prevent some students from attending every class meeting. However the collaborative learning at these meetings is an essential part of the unit of study. Where students are unable to attend a class meeting they should notify the unit of study coordinator in advance and make arrangements with the coordinator to catch up on the meeting and discussion at another mutually convenient time, and before the next class, or have made arrangements prior to the meeting.

If you are aware that your circumstances mean that you will find it difficult to submit your assessment work on time, please speak with the unit of study coordinator. An extension of time may be arranged (for less than 5 working days) by written agreement without the need for a Special Arrangements form.

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Session topics</th>
<th>Weekly Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read articles 1-3 Complete on-line questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Meeting 1 (7 Aug) Introduction to SoTL</td>
<td>Pre-meeting read and grade two Task 1 assessment exemplars</td>
<td></td>
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<tr>
<td>3-5</td>
<td>Find discipline literature Read articles 4-6 Prepare scholarly report (Task 1)</td>
<td></td>
<td>Task 1: due Monday 24 Aug</td>
</tr>
<tr>
<td>6</td>
<td>Meeting 2 (4 Sept) Assessment feedback and Project design</td>
<td>Pre-meeting reading method background article 7 Ethics issues</td>
<td></td>
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<tr>
<td>7-10</td>
<td>Read articles 8-10 Planning for project outline</td>
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</tr>
<tr>
<td>11</td>
<td>Meeting 3 (16 Oct) Project plan presentations and feedback</td>
<td>Pre-meeting prepare 20 minute presentation of project plans</td>
<td></td>
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<tr>
<td>12-13</td>
<td>Prepare project report. Arrange consultation if needed</td>
<td></td>
<td>Task 2: due Wed 28 Oct</td>
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**Readings**


These articles are available from the ITL Grad Cert website. Information on readings 4-10 will be provided in the first week of the unit of study.
Assessment

Assessment policies

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on such matters as:

- Marking and grading
- Questioning a mark
- Submitting an assignment
- Exams
- Seeking an extension
- Penalties for late submission of work
- Plagiarism and academic honesty
- Seeking special consideration
- Seeking leave of absence
- Student appeals process

All students enrolled in this Unit of Study are expected, without exception, to familiarise themselves with these policies. They are available at the following web-site:

http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:


Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Word count &amp; weighting</th>
<th>Date due</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proposal to improve student learning (LO 1)</td>
<td>1200 words plus discipline references, 40%</td>
<td>Monday 24 August (week 5)</td>
<td>Online through Blackboard</td>
</tr>
<tr>
<td>2. SoTL project planning report (LOs 2 and 3)</td>
<td>Presentation plus 2000 word report, 60%</td>
<td>Wednesday 28 October (week 13)</td>
<td>Online through Blackboard</td>
</tr>
</tbody>
</table>
Assessment Task 1. Proposal to improve student learning

**Due date for completion:** Monday 24 August  
**Submission instructions:**  
On the unit of study Blackboard website under Discussion Board.

**Detail:**  
**Due date:** Monday 24 August  
**Weighting:** 40%  
**Word count:** 1200 plus discipline references  
**How to submit:** On the Blackboard website for EDPR5011 under Assignment.

**Description**  
This is an individual task in which you are required to write and submit a scholarly analysis of how student learning might be improved in your unit of study, given a typical but hypothetical feedback scenario.

Your report should be up to 1200 words and be about the ways that the feedback provided and the available literature might be used to make informed suggestions about how student learning might be enhanced (and why). [If you are not currently teaching, then your report should be based on a past teaching context, or one that you anticipate you will face in a future context].

You are expected to supplement these data with two sources of your own, and to locate at least two discipline-relevant articles to support your conclusions.

**Aims**  
The aims of this task, to achieve learning outcome 1, include for you to:

1. Begin reflecting on practice-based issues in your work as a university teacher.
2. Develop an outline of how evidence can be used to improve your students’ learning

Assessment Task 2. Project planning report

**Due date for completion:** Wednesday 28 October  
**Submission instructions:**  
On the unit of study Blackboard website under Assignments.

**Detail:**  
**Due date:** Wednesday 28 October  
**Weighting:** 60%  
**Word count:** 2000  
**How to submit:** On the Blackboard website under Assignments
**Description**

This is a **group task** in which you are required to write a proposal for your group project for improving the quality of students’ learning experience. In framing and completing your project proposal you should use Brookfield’s “four lenses”. These lenses include your own experiences as a student and teacher (lens 1), your students’ perceptions of their learning experiences (lens 2), your colleagues’ expertise and perceptions (lens 3), and the higher education literature (lens 4).

You are also required to prepare and give an oral presentation of your proposal for your group project in class meeting 3. Your presentation is **not assessed** and is equivalent to a student workload of 1000 words. Your presentation should include no more than 10 slides, it should be no longer than **20 minutes**, with **20 minutes for discussion and feedback from one other group**.

**Aims**

The aims of this task, to achieve learning outcomes 2 and 3, include for you to:

1. Begin practising designing inquiry or development projects in university teaching and learning
2. Practise initiating and planning an investigation of creative solutions to teaching and learning problems within and across discipline contexts
3. Synthesise knowledge from scholarly sources to make independent professional judgements

**Strategy**

There will be time set aside in Meeting 2 for you to form groups and start to work together in your group on your proposal. Meeting 3 is designed to provide you with feedback.

There will also be an opportunity for your group to meet with the unit coordinator to discuss progress with and feedback on your project in weeks 12 and 13.

Your assessable proposal is expected to contain the following:

- A title for the project
- The main aim of the project and a rationale for its relevance/significance
- A review of key literature with appropriate referencing (based on your required reading and discipline related references)
- A description of the teaching and learning context(s), and explanation of the specific issue(s) being addressed
- An explanation of the proposed improvement(s), including in relation to students’ learning experience
- The expected outcomes of the project, including student learning outcomes
Student evaluation

We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester in the new Unit of Study Survey system. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses. As a result of participant feedback in 2014:

In 2015 our focus for EDPR5011 includes using time in class meetings to focus on discussions about the readings and the assessment.

Other notes on this unit of study

Assessment and feedback

Course grade descriptors

The following grade descriptors are used as a basis for marking and feedback in all units of the Graduate Certificate.

**High Distinction 85% - 100%**

As for the criteria for ‘Distinction’, however the work also shows a high degree of originality and creativity. There is evidence that the view of teaching and learning in professional, vocational and/or higher education and their application in practice, have contributed to personal learning. There is good evidence of critical reflection on academic practice and identification of strategies for development. There is evidence of the ability to generalise the subject content to areas not covered in formal class sessions.

**Distinction 75% - 84%**

The work shows a good appreciation of the general purpose of the topic. There is good coverage of the topic with relevant and accurate support and a well-developed scholarly argument. The work demonstrates a clear view of how the various aspects of the topic integrate to meet the purpose. There is good evidence of application of assignment content to a relevant context.

**Credit 65% - 74%**

The work is relevant, accurate and addresses several aspects of the topic. There is demonstration of understanding in relation to a reasonable amount of the content and a scholarly argument has been advanced. There is emerging evidence of an overall integrative view of the topic, and growing awareness of application or integration.

**Pass 50% - 64%**

The information in the various aspects of the work is relevant and accurate but is not integrated and only covers core aspects of the topic. There is an attempt at a scholarly argument and the work indicates a limited understanding of the topic.

**Fail 0% - 49%**

The information in the work is irrelevant, inaccurate or has missed the point. The work is insufficient; there is a lack of engagement with learning tasks or a failure to submit in the agreed timeframe.
Assessment and feedback (continued)

In group assessments all group members will receive the same mark.

Each assessment task must have achieved a Passing grade or above in order to meet the requirements of the unit. If your work or an aspect of your work does not meet the requirements for a Pass you may be asked to submit a revision. If by the end of semester, your revised work has still not been completed to at least a Passing standard then it will be assessed as Fail.

Our aim is to provide feedback on your work within two weeks of the date that we receive your assignment. In providing feedback on your work, our emphasis is on qualitative descriptions of each grade rather than numerical marks. So each project will receive a grade (e.g., ‘Credit’) based on the qualities demonstrated and only then we will assign a mark for each assignment. The mark is the nominal mid-point mark in the range for the grade that you receive (e.g., for a Credit grade the mark is 70). Your overall grade for the semester will be based on your results across all weighted assessments, relative to the weightings indicated in this unit of study outline.

Referencing

With regard to the kind of academic writing appropriate for a Graduate Certificate we also expect you to adhere to certain minimum standards for each assessment. Referencing follows the conventions set out in the Faculty of Education and Social Work’s “Little Blue Book” (mainly for undergraduate but also postgraduate students), the link to a PDF of which is on this page http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

The direct link is http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/TheLittleBlueBook_current.pdf

References and readings

Set text

There are no set texts or recommended texts.

Readings

The main readings and journal articles supporting this unit are listed on the Library website under Unit of Study readings. You are expected to find others yourselves, particularly those related to education in your discipline.

Resources

The Unit will be managed through Blackboard and other resources that support your learning are provided there.