EDPR 5003
University Teaching Portfolios

Unit of Study Outline
Semester 2, 2015

Version 5, revised 22 July 2015

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1. UNIT OF STUDY AND TEACHING STAFF DETAILS

<table>
<thead>
<tr>
<th>Unit of Study details</th>
<th>Credits: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisites: EDPR 5001 and EDPR 5002</td>
<td></td>
</tr>
<tr>
<td>Preparation: None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit of Study Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tai Peseta</td>
</tr>
<tr>
<td>Email: <a href="mailto:tai.peseta@sydney.edu.au">tai.peseta@sydney.edu.au</a> or (02) 9351 5812.</td>
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<table>
<thead>
<tr>
<th>Room and building</th>
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<tbody>
<tr>
<td>Room 234, Institute for Teaching and Learning, Fisher Lib Level 2 South</td>
</tr>
<tr>
<td>The Course Coordinator of the Graduate Certificate, Graduate Diploma and Masters programs in semester 2 is Professor Keith Trigwell. Contact Keith with any overall course queries or concerns (<a href="mailto:keith.trigwell@sydney.edu.au">keith.trigwell@sydney.edu.au</a> or 9351 4572).</td>
</tr>
<tr>
<td>You can access home pages for all ITL staff at <a href="http://www.itl.usyd.edu.au/aboutus/staff.htm">http://www.itl.usyd.edu.au/aboutus/staff.htm</a></td>
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</tbody>
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<thead>
<tr>
<th>Arrangements for consultation</th>
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<tbody>
<tr>
<td>There are no scheduled consultation hours. If you would like to arrangement a meeting with Tai, please email or phone.</td>
</tr>
<tr>
<td>Please note, too, that if you have enquiries about your enrolment or fees, these issues are handled through the Faculty of Education and Social Work’s Student Administration, where the contact person is the Graduate Student Advisor, Gilbert Cheng <a href="mailto:gilbert.cheng@sydney.edu.au">gilbert.cheng@sydney.edu.au</a>. His telephone number is (02) 9351 4054 and he is located in Room 307 in the Education Building A35.</td>
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</table>

2. TIMETABLE AND TEACHING MODE

Class sessions/meetings
All class meetings will be held from 1-4pm in Rooms 249 & 250, the Learning and Teaching Seminar Rooms on Level 2 South, Fisher Library. On occasion we may use other venues as breakout rooms, located in and around Fisher Library.

- **Session 1**: Friday 31 July (week 1)
- **Session 2**: Friday 11 Sept (week 7)
- **Session 3**: At least one individual consultation with Tai (45mins) during 15 Sept-11 October (compulsory)
- **Session 4**: Friday 24 October (week 12)

The Faculty of Education and Social Work requires attendance of at least 90% of all sessions. Where you are unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. You should discuss the circumstances of your absence(s) with the co-ordinator of the unit of study.

Online interactions
A Blackboard site for semester 2 (LMS) has been designed to support your learning in the unit and some knowledge of Blackboard is therefore expected. You should expect to submit your

Please note that this unit has been designed for an A2 supplemental mode. This means that the unit provides links to resources (including websites) and provides activities requiring active student engagement but that these are not part of the assessment framework of the unit. Details about connecting to sessions via an online mode will be clarified before the semester begins.

**Participation and attendance**

It is expected that you will attend all sessions. We understand that unavoidable commitments may occasionally prevent you from attending every session. However, the collaborative learning at these sessions is an essential part of the unit of study. Where you are unable to attend a session, please notify the unit coordinator well in advance to make arrangements to about completing alternative learning activities.

### 3. WHAT IS THIS UNIT ABOUT?

**Unit of study aims**

This unit has been designed to help you consider, articulate, develop and evidence your teaching aims, practices and achievements in a compelling and scholarly way, informed by the institutional context. By drawing on the research about teaching excellence and exploring how others have crafted cases about teaching excellence, you will have opportunities to reflect on how your disciplinary context shapes your aims and approaches to teaching, the evidence (types and status) about your teaching effectiveness, and the impact of your teaching on student learning.

The main learning activity is working towards the development of a teaching case that addresses externally set criteria. Working mostly individually but also at times collegially with other members of the class, you will plan, draft, and revise a document about your teaching. It is hoped that by the end of this unit, you will have practised crafting an engaging and rigorous account of your teaching that you can adapt for different purposes, audiences and contexts.

**Learning outcomes**

*In addition to any personal learning outcomes you set yourself, by the end of this unit, you should be able to:*

1. **Critically reflect on your own teaching practice** in terms of your disciplinary context, challenges, approach, rationale, reflections, and evidence of achievements;
2. **Articulate the qualities of teaching excellence** through examining the scholarly literature and unpacking successful cases of teaching excellence;
3. **Use the scholarly literature on** teaching and learning (from your discipline’s education literature and/or from higher education generally) to examine your (and others) case for teaching excellence;
4. **Show how your teaching practice is informed by different types of evidence**, which you have gathered and critically assessed; and
5. **Communicate effectively about your teaching** to academic colleagues.

### 4. TEXTBOOKS, ESSENTIAL READINGS AND OTHER RESOURCES
Set text
There is no set text for this unit.

Required reading
As preparation for sessions:
For each session, you will be asked to read at least one piece of research (an article or book chapter) as preparation, and/or watch at least one piece of multimedia with key questions to consider. A Prep sheet will be provided to you at the end of each session – for the session ahead (also available in the LMS).

To support completion of assessment tasks
You will be supplied with a reading list as part of the description of each of the two assessment tasks (available at the first session).

A list of the readings for the unit is below. It is anticipated that all readings will be available online through the library’s e-reserve catalogue at the start of semester.

**Useful websites**

*Institute for Teaching and Learning (ITL)*  
http://www.itl.usyd.edu.au/awards/ This page provides an entrée into the awards offered at the University of Sydney and The Office for Teaching and Learning. A subsequent page http://www.itl.usyd.edu.au/awards/infosession.htm holds resources for those applying for awards.  
http://www.itl.usyd.edu.au The ITL website contains information on graduate courses and programs as well as other useful resources that may be relevant to the course, or your teaching more generally.  
http://www.itl.usyd.edu.au/projects/relt/default.htm is the ITL’s page on engaged enquiry.  
http://www.itl.usyd.edu.au/projects/conferences.htm provides access to other useful higher education websites such as HERDSA (Higher Education Research and Development Society of Australasia), journals and policy pages.

*The Office for Learning and Teaching (OLT)*  
http://www.olt.gov.au/resources The resource library contains a collection of higher education learning and teaching materials including resources from projects funded the Australian Learning and Teaching Council. OLT promotes excellence in learning and teaching in universities with funding for a Grants and Awards Programs.

*International Society for the Scholarship of Teaching & Learning (ISSoTL)*  
http://www.issott.org/ The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. The website includes a comprehensive list of SoTL resources, including links from Australasia and SoTL publications.

*The UK Higher Education Academy*  
http://www.heacademy.ac.uk/ supports the UK higher education sector in providing the best possible learning experience for all students. They develop and disseminate evidence-informed practice and act as an independent broker to facilitate the sharing of expertise. The Resources area of the website is particularly useful.

*Academic Policies of the University of Sydney*  
You will find policies on teaching and learning including those on coursework and assessment at http://sydney.edu.au/policies/.

*University Libraries*  
Access to the catalogue of holdings in all the University’s libraries, including journals of higher education is available electronically. You can also place a request for an inter-library loan from the Document Delivery http://www.library.usyd.edu.au/borrowing/docdel/. The Senior Librarian specialising in Higher Education is Philippa Crosbie – philippa.crosbie@sydney.edu.au or 9351 6940.

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5. **ASSESSMENT & FEEDBACK**

As formal evidence of your learning, you are expected to submit two written assessment tasks. The tasks are designed to enable you to achieve the unit learning outcomes. Each task is mostly individual (although the second task contains a peer review component), and feedback will be provided to you using a rubric containing criteria and standards (available at the first session). You must submit both assessment tasks in order to meet the requirements of the unit.
Below is a summary of each task. A fuller description of the tasks will be available at the first session, and then later, in the LMS.

**Assessment Task 1: Unpacking Teaching Excellence: a report**
In this first task, you will have an opportunity to read and engage with the applications of Sydney academic staff that have received a national Office for Learning and Teaching (OLT) Citation for an Outstanding Contribution to Student Learning. Through reading the scholarly literature alongside two of these applications, you will write a report that unpacks how the case for teaching excellence has been crafted in terms of the context, argument (case or narrative), degree of innovation, evidence, impact on student learning, and any claims about improvement. The goal is for you to apply what you have learned from these applications to the development of your own teaching case – that is, the next assessment task. This first task is intended to align with unit learning outcomes 2 and 3.

**Assessment Task 2: Your Teaching Case**
The second task aligns with unit learning outcomes 1, 3, 4 and 5. It provides you with an opportunity to identify and craft an argument / narrative you want to develop about your teaching. The aim is not that you demonstrate you are already at the standard of ‘teaching excellence’. While this may be so in some cases, the task is intended as an opportunity to practice pulling together a teaching case that contains all the elements, and to ensure that it is compelling and convincing.

You have three options for what your Teaching Case looks like.
- **Option 1**: You may model your Teaching Case on the criteria for a 2015 OLT Citation for Outstanding Contribution to Student Learning
- **Option 2**: You may model your Teaching Case on the University’s five dimensions for teaching promotion
- **Option 3**: You may talk with the unit coordinator about writing a case in the form of a reflective or narrative inquiry (or another format altogether). This option will need to be carefully negotiated.

No matter which option you choose, there are three parts to this task:

1. **Your Teaching Case** – including a 150 word statement about the standard you believe your case meets drawing on the rubric for the task (2,500 words total)
2. **Peer review of a colleague’s Teaching Case** – using the template to be provided (500 words)
3. A statement about how you will use the peer review and feedback from the unit coordinator in your future planning (500 words).

*A fuller description of each task will be provided to you in the first session (and available in the LMS).*

**Grade Descriptors**
The feedback for each of the assessment tasks will be provided to you using a rubric containing criteria and standards specific to that task. The standards for each task will be mapped to the overall course level grade descriptors for the Graduate Certificate.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>High Distinction</td>
<td>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.</td>
</tr>
<tr>
<td>Distinction</td>
<td>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.</td>
</tr>
<tr>
<td>Credit</td>
<td>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.</td>
</tr>
<tr>
<td>Pass</td>
<td>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.</td>
</tr>
<tr>
<td>Fail</td>
<td>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.</td>
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**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

Education and Social Work students are expected to use the APA (American Psychological Association) Guide (6th edition) insofar as it applies to referencing. Fisher Library has resources relating to APA as well: http://libguides.library.usyd.edu.au/citation

**Submitting your assessment**

Submit your completed assessment online at the LMS on or before the due date. Ensure that you have downloaded, completed, signed and attached the Assignment Cover Sheet to your assessment before you submit. You will find a copy of the Cover Sheet in the LMS.

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.

**Assessment and feedback**

All assessment in this unit occurs in conformity with the policies of the Faculty of Education and...
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Social Work as outlined on the Faculty website:  
http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All students enrolled in this unit are expected, without exception, to familiarise themselves with these policies.

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 website:  

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 it will be assessed as Fail.

Our aim is to provide feedback on your work within 2 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 will we 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.

6. SESSION DATES & UNIT TIMELINE

Before each session, you will be asked to do some preparation. This might be reading an article/book chapter or watching a short video and responding to questions either on your own or in making a posting in a discussion board in the LMS. The Prep sheet for each session will be available in the LMS at least a week before the session. You will also be provided with copies in the session.

<table>
<thead>
<tr>
<th>Semester Week</th>
<th>Session date and focus</th>
<th>Preparation for each session</th>
<th>Assessment due in Blackboard</th>
</tr>
</thead>
</table>
| Week 1 27 July | **Session 1:** Friday 31 July  
*Focus: What makes for a compelling teaching case? Exploring exemplars for alignment* | Read the Prep sheet for session 1 in the LMS |  |
| Week 2 3 August | |  |  |
| Week 3 10 August | |  |  |
| Week 4 17 August | |  |  |
| Week 5 24 August | |  |  |
| Week 6 31 August | |  |  |
| Week 7 7 September | **Session 2:** Friday 11 September  
*Focus: Working with evidence and claiming impact to support your teaching case* | Read the Prep sheet for session 2 in the LMS | Task 1 due: Mon 7 Sept |
Feedback & evaluation
The ITL is committed to the participation of learners in the process of planning and evaluating teaching. You will be asked to provide feedback, formally and informally, on your experiences of learning in this unit of study, so that we can continue to incorporate your views in our planning. This includes a mid-semester feedback strategy conducted in class, as well as gathering end of semester feedback using the University’s new Unit of Study Survey system.

Participants in this unit have over the years offered feedback on their learning experiences via the USE system. Last year’s USE survey was completed by 59% of participants. 94% agreed or strongly agreed that they were provided with constructive feedback on their progress in the unit; and 75% could see the relevance of the unit to their teaching practice. Our improvements this year focus on clarity of the learning standards and outcomes; the quality of teaching, and increasing the number of high quality resources available to facilitate communication and learning.

In addition to these opportunities, we hope you will feel comfortable enough to share your experiences as learners with us in a private conversation or in the sessions at any stage you wish. We undertake to treat your feedback with respect and we will communicate back to you our responses to your feedback, through the discussion in meetings or as a personal communication.

7. OTHER NOTES ON THIS UNIT OF STUDY

<table>
<thead>
<tr>
<th>Week 8 14 September</th>
<th><strong>Session 3:</strong> (from 15 September – 11 October)</th>
<th>Read the Prep sheet for session 3 (individual consultation) in the LMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 21 September</td>
<td>45mins - Individual compulsory consultations (phone, online via skype f2f or by negotiation)</td>
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<tr>
<td>Mid-semester break</td>
<td>Focus: At least 3 days before your scheduled consultation, please send Tai the draft of your Teaching Case</td>
<td></td>
</tr>
<tr>
<td>Week 10 5 October</td>
<td><strong>Session 4:</strong> Friday 24 October  Focus: Can we all be excellent teachers in a research-intensive university? Debates and controversies</td>
<td>Read the Prep sheet for session 4 in the LMS</td>
</tr>
<tr>
<td>Week 11 12 October</td>
<td><strong>Task 2 due:</strong> Fri 16 Oct</td>
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<tr>
<td>Week 12 19 October</td>
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<td></td>
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<tr>
<td>Week 13 26 October</td>
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