

## Unit of Study Outline 2007

# EDPR 5002: Reflection and Practice in University Teaching and Learning

We welcome you to the Institute for Teaching Learning (ITL)'s Graduate Certificate Course. This unit, *Reflection and Practice in University Teaching and Learning (EDPR 5002)*, is one of the first two units offered in semester 1. It includes the 3-day program Principles and Practice in University Teaching and Learning, and runs concurrently with the other unit offered this semester, *University Teaching and Learning (EDPR 5001)*. The two first semester units are intended to provide an integrated learning experience. This is reflected in the combined semester timetable and integrated assessment tasks described in this unit outline. This outline contains details for participants studying EDPR 5002. Full details of the other unit of study EDPR 5001 are contained in a separate outline.

You can find a description of all our units of study on the ITL website at <http://www.itl.usyd.edu.au/programs/gradstudies.htm>. You should also consult the Faculty of Education and Social Work Postgraduate Handbook 2007 online at [http://www.edsw.usyd.edu.au/current\\_students/postgraduate/PGHandbook2007.pdf](http://www.edsw.usyd.edu.au/current_students/postgraduate/PGHandbook2007.pdf).

### Unit of Study Aims

Beginning with the 3-day program, this unit of study develops your understanding of the role and importance of reflection in university teaching and learning. Building on the student learning research perspective, the unit aims to develop your ability to engage reflectively with your own teaching practice as a key to your continuing professional development as a university teacher. Working with academic colleagues, you will begin to develop skills in reflective practice and in facilitating peer feedback in university teaching and learning contexts. Through engaging with the scholarly literature and participating in a number of tasks with your course colleagues, you will begin to plan ways in which to embed a reflective habit within your teaching. The skills and knowledge you will develop are expected to contribute to an enhanced understanding of your teaching practice as it relates student learning.

This work relates closely to the other first semester unit EDPR 5001 where you will explore the relationship between good teaching and student learning. First semester units are then built upon in Semester 2 (EDPR 5003 and EDPR 5011) where an emphasis is placed on research, scholarship and inquiry within your own teaching, its disciplinary context and implications for your students' learning. Second semester units will also further extend on your ability to critically reflect on your practice.

### Student Learning Outcomes

*In addition to any personal learning outcomes you set yourself, by the end of this unit, you will have:*

- engaged with aspects of the scholarly literature on the nature and role of reflection for developing your teaching
- participated in a range of structured peer review and feedback processes to support your development as a university teacher
- worked on developing practical aspects of your own teaching
- developed skills in personal reflection to support your ongoing development as a university teacher
- begun to develop the ability to inquire into and reflect upon your own teaching practice in order to improve your students' learning
- begun to consider the ways in which in university teaching and learning is situated in a broader context of academic professionalism

### Learning Commitments and Contact

The 3 day-program *Principles and Practice in University Teaching and Learning* is embedded within the requirements of this unit. Therefore, you must have attended, participated in and completed all the requirements of the 3 day-program before the beginning of Semester 1.

The class meetings run across both this unit and EDPR 5001. You will usually meet with other participants and facilitators fortnightly, on Friday afternoons between 1.30pm-4.30pm in Carslaw Seminar Room 350 (Carslaw Building, F07). At the first session, you will receive a folder with all the necessary material for semester 1 units. We will also provide lunch and introduce you to all ITL teaching staff as well as your fellow participants so please arrive at 12.30pm. At subsequent meetings, we will supply tea, coffee and biscuits.

The Faculty of Education and Social Work website includes details of faculty requirements for attendance at class meetings (see [http://www.edsw.usyd.edu.au/current\\_students/policies/index.shtml](http://www.edsw.usyd.edu.au/current_students/policies/index.shtml)). **It is expected that you will attend all meetings.** If you know you will be unavoidably late or absent from a meeting, you should notify the Course Administrator (Kelly Hong) in advance and use your own initiative to find out from peers what was covered in the meeting. You will need to complete an additional task to make-up for any absences.

You will also be required to engage in a number of online tasks set up in WebCT (see Assessment). You should already have a WebCT username and password as a result of the online preparation task in the 3-day program. This same username and password will be required for access to the WebCT site. Some knowledge of WebCT is therefore expected although we have scheduled an optional WebCT Training session (see Unit of Study schedule) to support your interactions. Should you experience any difficulty regarding access to WebCT, contact the Helpdesk at [webct.helpdesk@mpg.usyd.edu.au](mailto:webct.helpdesk@mpg.usyd.edu.au) or ext.18728.

It is also essential that you will have regular email and internet access, and that you become familiar with the information about the Graduate Certificate Course located at <http://www.itl.usyd.edu.au/programs/gradstudies.htm>

### **Learning Situations**

This unit comprises meeting sessions, online interactions, preparatory reading for sessions, projects and an informal mentoring relationship. In each of these situations you are asked to draw on your experience and reflections on your own teaching. Your learning this semester will be supported through discussions with your academic colleagues.

#### *Meeting sessions*

The meeting sessions are interactive and you will be involved in a variety of teaching and learning activities, many in small group contexts. You will also have preparatory work to complete for each session. This independent study usually involves readings drawn from the higher education teaching and learning literature. This reading will contribute to your completion of the course assessment. You will submit your assessment to the Course Administrator (Kelly) or to the WebCT site.

#### *Online interactions*

Online interactions and contributions in WebCT provide many of the learning opportunities in the course. Some of these interactions require you to post your individual reflections about a task to WebCT in order for other course participants' to comment, while in other activities you will work in online discussion groups.

This unit draws upon the principles of a negotiated curriculum and aims to support you in pursuing your areas of interest. We aim to be as flexible as possible in working out with you ways to frame and approach your assessment tasks to make these relevant to your actual teaching context.

### **Learner Preparation**

You must have successfully completed all the requirements for the 3-day program which is incorporated within this unit of study. It is a requirement of enrolment in the Graduate Certificate course that you must be currently teaching in order to effectively participate. You should also have some familiarity with using WebCT. You may wish to complete one of the University's Central workshops for WebCT prior to commencing your studies. See [http://www.usyd.edu.au/webct/teach\\_online/workshops/index.shtml](http://www.usyd.edu.au/webct/teach_online/workshops/index.shtml) for further detail. You may also wish to download the appropriate readings for this unit (see Unit of Study resources) from the Library catalogue before the first meeting.

## 2007 Unit of Study Schedule (EDPR 5001 & EDPR 5002)

This unit runs concurrently with EDPR 5002 during Semester 1. You are strongly encouraged to attend each session. Please talk with ITL teaching staff if this is a difficulty.

	ASSESSMENT	5001 KEY TASKS	5002 KEY TASKS	MEETINGS
<b>Week 1</b> 5-9 March		Choose and read a journal article from the list provided Begin readings (Ramsden and Brookfield)		
<b>Week 2</b> Beginning 12 March		Read Ramsden (Ch 1-5)  After the meeting: Identify and meet with mentor for discussion	Read Brookfield (Ch 1-2)	<b>Meeting 1: Fri 16 March</b> Course overview Introduction to student learning. Why reflection? Preparation for Project 1 Planning for mentoring
<b>Week 3</b> 19 March	<b>Project 1: WebCT Post 1</b> Due: <b>Tuesday 20 March</b> <b>EDPR 5001 &amp; 5002</b>	Read Ramsden (Ch 8) Biggs (Ch 3) & Prosser & Trigwell (Ch 6).  <b>Project 1:</b> Arrange and carry out student interviews		<b>WebCT session (optional)</b>  (Tues 20 Mar, 1.00-2.00pm Carslaw 174)
Week 4 26 March	<b>Project 1: WebCT Post 2</b> Due: <b>Tuesday 27 March</b> <b>EDPR 5001 &amp; 5002</b>	<b>Project 1:</b> Carry out & analyse student interviews		<b>Meeting 2: 30 March</b> Aims, objectives and learning outcomes. Graduate Attributes, Teaching & Learning activities
<b>Week 5</b> 2 April		Draft Project 1 report & discuss with Mentor Read Ramsden (Ch 6,7&9)		
<b>EASTER/AVCC NON TEACHING WEEK 6-13 April</b>				
<b>Week 6</b> 16 April	<b>Project 1: Understanding student learning</b> <b>Final report due: Monday 16 April</b> (in WebCT Dropbox) <b>EDPR 5001 &amp; 5002</b>	Read: Prosser & Trigwell (Ch 7).  <b>Project 2: You have a choice and we encourage you to negotiate to do this project as a group.</b>  Read the project descriptions for further information.	Project 2A: <i>Assessing for student learning</i> Project 2B: <i>Revised unit outline</i> Project 2C: <i>Proposal for TIF grant</i> Project 2D: <i>Negotiate your own project!</i>  Depending on your choice tasks and readings relating to your reflective work will vary.	<b>Meeting 3: 20 April</b> Teaching to facilitate learning. Different curriculum models. Organize Peer Observation of Teaching
<b>Week 7</b> 23 April		Read Ramsden (Ch 10) Read University policy on Assessment	Work on Project 2	<b>Meeting 4: 27 April</b> Assessment Mid-semester feedback
<b>Week 8</b> 30 April			Work on Project 2	
<b>Week 9</b> 7 May		Read Biggs (Ch 2) and the article: Enhancing teaching through constructive alignment	Work on Project 2	<b>Meeting 5: 11 May</b> Constructive Alignment Reflection on Peer Observation of Teaching
<b>Week 10</b> 14 May	<b>Project 2: Final report due Friday 18 May</b> <b>EDPR 5001 &amp; 5002</b>		Finalise Project 2	
<b>Week 11</b> 21 May		Read journal articles: Barnett (2004) & Nixon et.al (1998) Read Ramsden (Ch 12) Prepare for Project 3: Reflective statement		<b>Meeting 6: 25 May</b> Teaching and learning in context: Reflecting on higher education professionalism, politics and practice
<b>Week 12</b> 28 May		Reflection on semester 1 learning experiences Read Brookfield (Ch 3-4) Read Nixon 2004		
<b>Week 13</b> 4 June	<b>Project 3: Reflective Statement due Fri 8 June</b> (in WebCT Dropbox) <b>EDPR 5001 &amp; 5002</b>	Read Ramsden (Ch 11) Prepare final reflective statement – discuss draft with Mentor		<b>Meeting 7: 8 June</b> Evaluation in Higher Education Feedback on units
<b>STUVAC 11 June</b>				

## Assessment

There are no examinations and assessment is based upon project work, attendance and participation (including online and email). In order to be awarded the Graduate Certificate at the end of the year you must pass each of the four core units of study.

The assessment tasks used in the first semester of the Graduate Certificate provide evidence of learning for both EDPR 5001 and EDPR 5002.

The use of shared assessment tasks is designed to support participants in integrating their learning in these two concurrent units. Different aspects of each assessment task relate to each of the units and these components are clearly identified as being relevant to EDPR 5001 or 5002. While the tasks themselves are integrated the assessment of the two units is independent. You must satisfactorily complete all elements of the tasks that relate to EDPR 5001 to pass that unit and you must satisfactorily complete the components of the assessment tasks that relate to EDPR 5002 to pass that unit.

As formal evidence of your learning, we ask that you submit three written projects across the two units of study (see timetable above) which will be assessed. The three projects are all of equal weighting and each will be provided with feedback in relation to the course grade descriptors.

**Grade Descriptors:** The following grades are used as a basis for feedback in all four units of study 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, has 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 generalize the subject content to areas not covered in formal class session.
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 limited evidence of an overall integrative view of the topic and limited 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.

In first semester each assessment task must have achieved a Passing grade or above in order to meet the requirements of the units. If your project or an aspect of your project 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.

We work firstly with qualitative descriptions rather than numerical marks. So each project will receive a grade based on the qualities demonstrated and we will then assign a mark for each project. Your overall grade for the semester will be based on your results across the three projects.

Attendance and participation in all sessions is a requirement of the unit. We understand that unavoidable commitments may occasionally prevent some people from attending every session. However, we regard the meetings as important for your learning, so absences are regarded as exceptional and you must notify the course administrator in advance of the meeting. You are expected to familiarise yourself with the Faculty's guidelines for class attendance and special consideration.

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 project and referencing follows the conventions set out in the Faculty of Education & Social Work Style Guide (see [http://www.edsw.usyd.edu.au/current\\_students/policies/style\\_guide\\_04.shtml](http://www.edsw.usyd.edu.au/current_students/policies/style_guide_04.shtml))

### **Academic Honesty**

Students should be aware about the serious manner in which academic honesty is viewed in the University. The University policy can be found at <http://www.usyd.edu.au/senate/policies/Plagiarism.pdf> or by following the link from the Faculty of Education and Social Work home page directing students to University policies. As a student enrolled in the faculty you are required to submit an assignment cover sheet indicating you have read the academic honesty policy of the University and that your work complies with this policy. You can find the cover sheet at [http://www.edsw.usyd.edu.au/current\\_students/policies/form\\_coversheet\\_04.pdf](http://www.edsw.usyd.edu.au/current_students/policies/form_coversheet_04.pdf) You will be able to download it from the semester 1 WebCT site.

### **Evaluation**

This teaching team is committed to the participation of learners in the process of planning and evaluation teaching. We will be asking you 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 formative feedback strategy conducted in class as well as gathering end of semester feedback using the University's [Unit of Study Evaluation \(USE\) system](#). However 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 group discussion sessions at any stage you need to.

We undertake to treat your feedback with respect and we will communicate back to you, our responses to your feedback through the discussion in class or as a WebCT posting.

We regularly evaluate this unit of study to ensure the learning needs of participants are being met. In 2007, we have responded to 2006 participant feedback by emphasising the flexibility for participants to pursue individual areas of interest in the assignments; by reducing the range of activities planned for each session to allow more time to explore particular concepts, and will be further encouraging participants to take up the option of group projects - where these are available - to reduce workload. We have maintained the use of standards-referenced grade descriptors for each assignment and the use of grades for overall results which we introduced in 2006.

In 2007 the ITL is undertaking a major review of the entire Graduate Certificate course. This review will draw on past and present participant feedback on the four units of study.

### **Unit of Study Resources**

*Set text for this unit:*

- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. California, US: Jossey-Bass Inc.

There are a variety of journal articles which also support your learning in this unit. These are listed within the context of individual project descriptions. All journal articles are electronically available via the Library's Course Online Reading Service.

*Useful web links*

Institute for Teaching and Learning (ITL)

The ITL website contains information on graduate courses and programs as well as useful resources that may be relevant to your assessment components. From the ITL website you can also access other useful

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higher education websites such as HERDSA (Higher Education Research and Development Society of Australasia) and AAHE (American Association of Higher Education).

<http://www.itl.usyd.edu.au>

#### *Academic Policies of the University of Sydney*

You will find policies on teaching and learning including those on coursework, assessment and flexible learning.

<http://www.usyd.edu.au/su/planning/policy/index.html>

#### *University Libraries*

Access the catalogue of holdings in all the university's libraries, including journals of higher education available electronically. You can also place a request for an inter-library loan from the Document Delivery home page, under Library Hours and Services. <http://www.library.usyd.edu.au/> The Senior Librarian specialising in Education is Philippa Crosbie – [p.crosbie@library.usyd.edu.au](mailto:p.crosbie@library.usyd.edu.au) or ext. 16940.

### **Staff Contact Information**

Please note that the first point of contact for requests for extensions, and queries regarding course administration is the Course Administrator Kelly Hong. You can contact Kelly at [kellyh@itl.usyd.edu.au](mailto:kellyh@itl.usyd.edu.au), and her telephone number is 9351 4821.

If you have a simple query please contact Kelly first: she will forward your enquiry to the relevant member of staff if she cannot deal with it at once. Kelly is located in Room 386 inside the ITL (Carslaw Building F07, Level 3).

Graham Hendry is the Coordinator for this Unit of Study. Please contact him on 9351 4572 with academic queries regarding this unit. At the ITL we utilise a 'team teaching' approach within the Graduate Certificate. Semester 1 units are facilitated by Keith Trigwell and Graham Hendry.

The Coordinator for the Graduate Certificate course in 2007 is Keith Trigwell. Contact Keith with any enrolment queries or general questions about the Graduate Certificate program. The Coordinator for the Graduate Diploma and Masters course in 2007 is Angela Brew. You can access home pages for all ITL staff at <http://www.itl.usyd.edu.au/aboutus/staff.htm>

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** Graduate Division, where the contact person is **Maryke Sutton**, email [m.sutton@edfac.usyd.edu.au](mailto:m.sutton@edfac.usyd.edu.au). Her telephone number is 9351 4605 and she is located in Room 307 in the Education Building A35.

*Again, we welcome you to the 2007 Graduate Certificate course and look forward to working with you during the year.*

*Keith & Graham*