



Faculty of Education and Social Work  
The University of Sydney

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EDPR 5011

## **The scholarship of University teaching and Learning**

and

EDPR 5003

## **Research-enhanced Teaching and Learning**

### **Unit of Study Outline**

#### **Semester 2, 2007**

1. Welcome and introduction
2. Teaching Staff Details
3. Learning commitments and learning situation
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5. Essential Readings, Textbooks and Other Resources
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## 1. WELCOME & UNIT OF STUDY DESCRIPTION

Welcome to the second semester in the Institute for Teaching and Learning's (ITL)'s Graduate Certificate in Educational Studies (Higher Education) course. This semester the GradCert program comprises another two co-requisite units of study: *The Scholarship of University Teaching and Learning* (EDPR 5011) and *Research enhanced teaching and learning* (EDPR5003) or, as they are better known, the 'scholarship unit' and the 'reflection unit' respectively. This outline gives the details of both units of study.

All participants must first have completed 'Introduction to university teaching and learning' (EDPR5001) and 'Reflection & practice in university teaching and learning' (EDPR 5002). A description of all four of the GradCert units of study is found in the Faculty of Education and Social Work Postgraduate Handbook: [http://www.edsw.usyd.edu.au/current\\_students/postgraduate/PGHandbook2007.pdf](http://www.edsw.usyd.edu.au/current_students/postgraduate/PGHandbook2007.pdf)

The semester 2 units of study are taught by staff in the ITL. However all formal enrolment procedures are through the Faculty of Education and Social Work. Intending students are advised to refer to the Faculty of Education and Social Work Postgraduate Handbook for information on faculty policies and procedures.

Upon successful completion of these semester 2 units (EDPR5011 and EDPR5003), together with the foundation units EDPR5001 and EDPR5002, a Graduate Certificate in Educational Studies (Higher Education) will be awarded, or you will be entitled to progress to the Graduate Diploma and/or the Masters in Education (Higher Education).

## 2. TEACHING STAFF DETAILS

Unit of Study	A/Prof Angela Brew	9351 4820	<a href="mailto:a.brew@usyd.edu.au">a.brew@usyd.edu.au</a>
Coordinators	Dr Tai Peseta	9351 4657	<a href="mailto:t.peseta@usyd.edu.au">t.peseta@usyd.edu.au</a>

Room and building	Institute for Teaching and Learning, Carlsaw F07 At the ITL we utilise a 'team teaching' approach to the Graduate Certificate, so please note that the first point of contact for the course is the ITL's Course Administrator Kelly Hong 9351 4821 <a href="mailto:k.hong@usyd.edu.au">k.hong@usyd.edu.au</a>
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The Course Coordinator for the Graduate Certificate in Semester 2 is Keith Trigwell , 9351 4572 [K.Trigwell@usyd.edu.au](mailto:K.Trigwell@usyd.edu.au)

Arrangements for consultation	If you have a 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 (Carlsaw Building F07, Level 3).
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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 Graduate Division, where the contact person is the Faculty Higher Education Officer 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.

### 3. LEARNING COMMITMENTS AND LEARNING SITUATIONS

It is expected that you will study both units (EDPR5011 and EDPR5003) in the same semester.

#### Group work

In this second semester of the Graduate Certificate, the emphasis is on your learning. We see our role as facilitators of that learning. The learning situations we set up reflect this orientation. For EDPR5011, you will be asked to work in a group to develop a proposal for a scholarly inquiry into an aspect of teaching and student learning that you are interested in. Based on experiences with previous inquiry groups, your group will comprise between 2 - 4 participants, representing at least 2 different disciplinary backgrounds.

Being involved in this group work means that, in addition to the scheduled class sessions, you must be available for at least one hour-long meeting with your group between sessions. You are responsible for negotiating the scheduling of these meetings with the relevant people.

We also expect that you will have **internet** and **email** access, since the use of these technologies is integral to the course. You will be expected to access WebCT for discussions and assignment submission. We encourage you to familiarise yourself with the ITL website as well: <http://www.itl.usyd.edu.au>

The course enrolment is limited to 40 participants. The teaching and learning processes of this unit are supported by the course tutors (Angela Brew and Tai Peseta) and also by an interdisciplinary critical friend. In completing this unit you will need to work to deadlines and complete assessed work according to the schedule.

#### 8 Friday Sessions:

The two units are being taught in such a way as to dovetail with each other, and you will meet with other participants and the course facilitators for a combined total of eight seminar sessions during the semester. Note that the sessions are not evenly spaced throughout the semester.

These sessions are held on Friday afternoons, 1.30 – 4.30pm. Most sessions will start in **Room 351, Carlaw Building**. Rooms 361 and 354 may also be used for split sessions and group-work.

1. 3 August Rm 351
2. 10 August Rm 351
3. 17 August Rm **360**
4. 31 August Rm 351
5. 14 September Rm 351
6. 5 October Rm 351
7. 26 October Rm 351
8. 16 November **Rm 310 Eastern Avenue Lecture theatre block**

A preparation sheet will be issued at each session that outlines preparation for the next session.

#### Participation and attendance

**You are reminded that the by-laws of the University of Sydney require 90% attendance at classes and other scheduled activities in each component of the unit.**

You must **attend** and participate in face-to-face meetings and participate in the collaborative group learning activities. 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. **If you cannot attend the first three sessions it will be very difficult for you to participate satisfactorily after that and we will probably advise you to postpone your enrolment.** If, by any chance, you miss three sessions during the semester you will not be able to pass the units.

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If absence from a particular session is completely unavoidable, you must negotiate your contribution to the session with both your inquiry group, and you must see the facilitators regarding the alternative work that is required.

### **Meetings with your critical friend**

In Semester 2 (EDPR5003), the cross-disciplinary critical friend partnership is a formal relationship designed to support your learning, scholarship and reflection throughout the semester. We will organise the partnerships, and announce these in the first sessions. You must maintain regular contact with your critical friend between sessions. We recommend that you and your critical friend meet at least 3 times over the semester – with the first meeting to take place before Friday 31<sup>st</sup> August. You are responsible for negotiating the scheduling of these meetings with the relevant person.

## **4. WHAT ARE THESE UNITS ABOUT?**

### **4.1. Rationale**

Whereas the foundation units (EDPR5001 & EDPR5002) focused on the development of scholarly teaching, this unit of study (EDPR5011), with its companion unit (EDPR5003), focus on the scholarship of teaching. You will be supported in, and encouraged to, develop a study program suited to your particular needs and context.

EDPR5011, the Scholarship unit, aims to develop your ability to engage in research designed to improve teaching and learning. It draws on the literature of the discipline of higher education. The unit also aims to develop further your ability to communicate, in scholarly forums, the outcomes of educational inquiries and to reflect on the implications of this work for your teaching.

EDPR5003, the Reflection unit, builds particularly on the work you undertook for EDPR5002 'Reflection & practice in university teaching and learning' and is designed to extend and deepen the work you did in the GradCert units in Semester 1. The Reflection unit aims to extend your ability to engage in critical and systematic reflection, so as to assist you in understanding better the teaching and learning process.

You will have the opportunity to reflect on your teaching, your learning in the Graduate Certificate units and on your students' learning, by maintaining a critically reflective journal, and meeting several times over the semester with your cross-disciplinary critical friend (EDPR5003).

### **4.2. Desired learning outcomes– EDPR5011**

By the end of the Scholarship unit of study, you will:

- be able to investigate aspects of teaching and student learning in your own disciplinary context; specifically to:
  - search the relevant educational research literature,
  - appreciate different approaches to educational research,
  - define research questions in education,
  - critically evaluate and provide feedback on scholarly presentations in teaching and learning;
- be able to communicate to academic colleagues ideas about the scholarship of teaching and learning;
- be capable of using educational research in curriculum design, teaching and learning.

### **4.3. Desired learning outcomes– EDPR5003**

The learning outcomes for the Reflection unit will vary between individuals because there will be particular things you hope to get from the unit and we will encourage you to articulate these. What we anticipate, however, is that by the end of the unit you will:

- know how to bring your disciplinary research and your teaching into closer alignment and understand why it is worthwhile to do so;
- have developed your ability to critically reflect on your teaching and your students' learning;

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- have explored underlying values and assumptions that determine practices of teaching and learning;
- know how to apply your learning in the GradCert to your own teaching and scholarly development.

## 5. ESSENTIAL READINGS, TEXTBOOKS AND OTHER RESOURCES

### REFERENCES

Copies of set texts are available for 4-day loan from the ITL. All journal articles and one chapter from each of Tight (2003), Brew (2006) and Macfarlane (2004) are available via the Library's CORRS online readings service.

#### **Set text – EDPR5011**

**Tight, M. (2003) *Researching higher education: Issues and approaches*. Maidenhead, UK: Society for Research into Higher Education & Open University Press.**

#### **Set text - EDPR5003**

**Brew, A. (2006). *Research and teaching: Beyond the divide*. Basingstoke, UK: PalgraveMacmillan.**

#### **Pre-reading (for session 1, 3rd August 2006)**

1. Huber, M. T. & Morreale, S. P. (2002) 'Situating the scholarship of teaching and learning: A cross-disciplinary conversation'. In M. T. Huber & S. P. Morreale (Eds.). *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground* Washington, D.C.: American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching). Retrieved 22<sup>nd</sup> June 2006, from <http://www.carnegiefoundation.org/elibrary/docs/situating.htm>
2. Shulman, L. 'Foreword'. In Hutchings, P (ed) (2002) *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning*. Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching. Retrieved 22<sup>nd</sup> June 2006, from: <http://www.carnegiefoundation.org/publications/pub.asp?key=43&subkey=898>

#### **Recommended Reading on Education Research**

- Candy, P. (1989). Alternative paradigms in educational research. *Australian Educational Researcher*, 16(3), 1-11.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. Geelong, Vic.: Deakin University Press. (Chapter 6)
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. (5th ed.). London: RoutledgeFalmer. [Best shared within your inquiry group – copies are available from Co-op bookshop].
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. St. Leonards, Australia: Allen & Unwin. (Chapter 1)
- Davies, P. (1999). What is evidence-based education? *British Journal of Educational Studies*, 47(2), 108-121.
- Lawler, J. (1998). Choosing a research approach: Matching questions with methodologies. In J. Higgs (Ed), *Writing qualitative research* (pp. 69-80). Sydney: Hampden Press.

#### **Further Reading**

- Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: a model. In Boud, D., Keogh, R., & Walker, D. (Eds.), *Reflection: Turning experience into learning*. London: Kogan Page.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Hutchings, P. (2000). Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.), *Opening lines: Approaches to the scholarship of teaching and learning* (pp. 1-10). Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching. (Available at: [http://www.carnegiefoundation.org/publications/opening\\_lines.htm](http://www.carnegiefoundation.org/publications/opening_lines.htm) Last accessed: 22.06.06)
- Hutchings, P., & Shulman, L. (1999). The scholarship of teaching: new elaborations, new developments. *Change*, 31(5), pp.10-15.

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- Kreber, C. (2005). Charting a critical course on the scholarship of university teaching movement. *Studies in Higher Education*, 30(4), 389-405.
- Macfarlane, B. (2004). *Teaching with integrity: the ethics of higher education practice*. New York: RoutledgeFalmer.
- Rowland, S. (2000). *The enquiring university teacher*. Buckingham: The Open University Press and the Society for Research in Higher Education (Chaps. 8 and 9).
- Schönwetter, D. J., Sokal, L., Friesen, M. & Taylor, K. L. (2002) Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*, 7(1), 83-97.
- Trigwell, K., Martin, E., Benjamin, J., & Prosser, M. (2000). Scholarship of teaching: A model. *Higher Education Research and Development*, 19(2), 155-168.

## 6. ASSESSMENT

### 6.1. Assessment policies in Education and Social Work

All assessment in these units of study occurs in conformity with the policies of the Faculty of Education and Social Work, which is outlined on the web site of the Faculty of Education and Social Work.

Please refer to these policies for 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 make themselves familiar with these policies. They are available at the following website:

**[http://www.edsw.usyd.edu.au/current\\_students/policies/](http://www.edsw.usyd.edu.au/current_students/policies/)**

All assignments must be submitted with the Faculty cover sheet attached and fully completed. A copy is available at the WebCT site which supports these units.

#### **Academic Honesty**

Students should be aware of 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 in the faculty you must submit a signed assignment cover sheet with each individual assignment, 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)

The cover sheet is also available in the WebCT site for this semester's units.

The assessment in these units of study is designed to support you in achieving the intended learning outcomes and is based on the principles of assessment described in the [University's assessment policy](#). There are no examinations and assessment is based on formative and summative project work, and attendance and participation (including online discussions, submissions and email). In order to be awarded the Graduate Certificate at the end of the year you must satisfactorily fulfill the requirements for each of the four core units of study. This will be signaled by an overall grade result. Important dates and relevant information are set out in the [Faculty of Education and Social Work Graduate Handbook](#).

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You will receive an overall grade for each unit of study. Each assessment task must have achieved a Passing grade or above in order to meet the requirements of the units. If an assignment or an aspect of an assignment 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.

### 6.2. *Assessment tasks in the Scholarship Unit (EDPR5011)*

In the **Scholarship unit, EDPR5011**, there is one staged assessed task – a scholarly inquiry project. The first three stages are to be completed by participants in groups of 2-4.

Task	Weighting	Word count
1. Group literature review	25%	1000-1500 words; individual contributions to this 500 – 1000 words
2. Verbal presentation of scholarly inquiry proposal	25%	equiv 500-1000 words per individual
3. Written presentation of scholarly inquiry proposal	25%	2500-3000 words per group
4. Individual peer review of another group's written inquiry proposal	25%	500-1000 words

#### 6.2.1. *Group literature review*

**Due date for completion:** Due Monday September 10 at 5pm

**Submission instructions:** WebCT

#### **Assessment criteria**

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;
- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

#### 6.2.2. *Verbal presentation of scholarly inquiry proposal*

**Due date for completion:** Session 6 on October 5th

**Submission instructions:** Each group is required to present a scholarly inquiry proposal

Groups are required to respond to the following:

1. The title of the inquiry
2. What is the disciplinary context for the inquiry?
3. What relevant literature informs the inquiry?
4. What are the aims/questions?
5. What methods of investigation will be used?
6. What methodology(ies) and/or theoretical approach(es) inform the study?
7. What is the timeline for the inquiry?
8. What ethical issues are associated with the inquiry?

#### **Assessment criteria**

The criteria are negotiated with the class but are likely to include:

- The presentation engaged my interest.

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- The literature discussion supports the inquiry.
- The presentation appears to make a contribution to knowledge, understanding and / or practice.
- The presenters used their time well.
- The presentation appears to demonstrate methodological soundness.

### 6.2.3. *Written presentation of scholarly inquiry proposal*

Friday October 19<sup>th</sup> at 5 pm

**Due date for completion:**

Via WebCT

**Submission instructions:**

Groups present a written scholarly inquiry proposal addressing the following:

1. The title of the inquiry
2. What is the rationale for the inquiry?
3. What is the disciplinary context for the inquiry?
4. What relevant literature informs the inquiry?
5. What are the aims/questions?
6. What methods of investigation will be used?
7. What methodology(ies) and/or theoretical approach(es) inform the inquiry?
8. What is the timeline for the inquiry?
9. What ethical issues are associated with the inquiry?
10. How will the inquiry be used to improve students' learning?
11. How will the inquiry be disseminated/communicated locally, nationally and internationally?

#### **Assessment criteria**

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;
- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

### 6.2.4. *Individual peer review of another group's written inquiry proposal*

Friday November 9 at 5 pm

**Due date for completion:**

Via WebCT

**Submission instructions:**

Each person is sent a copy of a group inquiry proposal (not a group they participated in). They are required to complete a critical review of the proposal.

#### **Assessment criteria**

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;
- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

## **6.3. *Assessment tasks in the Reflection Unit (EDPR5003)***

In the **Reflection unit, EDPR5003**, there are three assessed tasks to be completed by each participant. The literature review, the teaching philosophy statement, and the self-assessment schedule will be assessed by the unit tutors. The other tasks will be assessed by peers and by the unit co-ordinators. Each task contributes equally to the assessment outcome and each task must be completed satisfactorily to pass the unit.

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Task	Weighting	Word count
1. Research-enhanced teaching and learning task	33%	max. 500 words
2. Self Assessment Schedule	33%	3000 words
3. Critical friend report	33%	150-200 words

### 6.3.1. *Research-enhanced learning and teaching task*

<b>Due date for completion:</b>	Due Friday August 24 at 5pm
<b>Submission instructions:</b>	WebCT
<b>Description</b>	Individuals describe a unit of study as it currently exists and then how it would look if they integrated their research into it.

#### Assessment criteria

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;
- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

### 6.3.2. *Self Assessment Schedule*

<b>Due date for completion:</b>	Due Friday November 9 at 5pm
<b>Submission instructions:</b>	WebCT
<b>Description</b>	In this summative assignment, you will address your learning during the semester, and include reflections on your teaching philosophy statement, your discussions with your critical friend and processes of the Scholarly Inquiry unit. The self-assessment schedule will be supported by, and include evidence of, your personal Learning Journal, which we ask you to keep during this semester, and it may include your revised Teaching Philosophy Statement. In this learning journal you will examine and probe your assumptions and your development as a GradCert learner and scholarly teacher. (min. 3000 words)

#### Assessment criteria

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;
- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

### 6.3.3. *Group literature review*

<b>Due date for completion:</b>	Due Friday November 16
<b>Submission instructions:</b>	Hand in to course tutors at final session
<b>Description</b>	Completed collaboratively with your critical friend

#### Assessment criteria

- The assignment is carried out according to the guidelines provided;
- Arguments and discussion are scholarly, logical, structured and coherent;
- Arguments and discussion are based on sound evidence;

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- Arguments are supported by references to the literature in higher education, where appropriate;
- Referencing follows the conventions in higher education journals (i.e. APA – see Faculty of Education and Social Work Graduate Studies Handbook).

### 6.4 Grade descriptors

The following Grade Descriptors are used as a basis for feedback in all four units of the Graduate Certificate.

Excellent 85% – 100%	As for the criteria for Distinction. However, the work also shows a high degree of originality and creativity. There is evidence that views of teaching and learning in professional, vocational and/or higher education, and their application in practice, have contributed to deep personal learning. There is excellent evidence of reflection on academic practice, and identification of strategies for development of self and others. 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 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 lack of engagement with learning tasks or a failure to submit within the agreed time-frame.

### WebCT Submission of Assignments

Written assessments for the two units must be submitted via WebCT.

For group tasks (eg. literature review), each individual must complete an assignment cover sheet and submit it via the Drop Box – although only one person in your group is required to submit the group's final piece of work.

Note that we do not use WebCT to record and collate all of your GradCert grades and results.

## 7. PROGRAM

	SESSION TOPICS	5011 KEY TASKS	5003 KEY TASKS	ASSESSMENT
Week 1		WebCT: Read and respond to discussion list postings	<b>Pre-reading: see Resources section of UoS outline</b>	
Week 2	<b>Session 1 – Fri August 3</b> Introduction to scholarship in teaching and learning; and research-enhanced learning and teaching	Read Brew Ch 6	Read Boud et al. Ch 1	
Week 3	<b>Session 2 – August 10</b> Scholarship of teaching; scholarly inquiry in T/L	WebCT discussions: read and post	Begin work on learning journal Read Brew ch 3	
Week 4	<b>Library Session</b> (10.30-11.30 am) <b>and</b> <b>Session 3 – August 17</b> Scholarship of teaching; scholarly inquiry in T/L	Lib. Session = searching the HEd literature  Read Tight Ch 12	Work on learning journal Meet with critical friend  Read Brew chs 4 & 5	
Week 5		Work on literature searching Read Tight Ch 4	Work on learning journal Meet critical friend	<b>Due Fri. August 24 at 5 pm</b> Research enhanced teaching task (for EDPR5003)
Week 6	<b>Session 4 – August 31</b> Refining the inquiry qn., from qn. to proposal; prep. for the inquiry presentation	Group work (WebCT) Literature searching Read Tight Ch 6	Work on learning journal Meet critical friend	1 <sup>st</sup> meeting with critical friend by August 31st
Week 7		Work on literature searching and group work	Work on learning Journal	
Week 8	<b>Session 5 – September 14</b> Res. enhanced T/L; inquiry & learning. Individual input into group inquiries	Group work	Work on learning journal Meet critical friend	<b>Due Mon. Sept 10 at 5pm</b> Group Literature Review (for EDPR5011)
Week 9		Group work on inquiry proposal	Work on learning journal Read Brew Ch 7	
<b>AVCC NON-TEACHING WEEK - September 24-28</b>				
Week 10	<b>Session 6 – October 5</b> <b>Verbal Presentation of Scholarly Inquiry</b>	i. Gp. inquiry presentations ii. you will be asked to provide individual written feedback to groups	Work on learning journal	<b>Due Fri October 5</b> Group Verbal Presentations (for EDPR5011) - A wider audience will attend incl. ITL alumni and critical friends
Week 11		Groups write up inquiry proposal	Critical friend meeting	
Week 12		With feedback, groups write up inquiry proposal	groups write up inquiry proposal	<b>Due Fri. Oct 19 at 5pm</b> Written Presentation of Inquiry Proposal (for EDPR5011)
Week 13	<b>Session 7 – October 26</b> Review of assessment and feedback	Prepare peer review of write-up  Read Tight Ch 14	Work on learning Journal: Read Self-Assessment Schedule outline Critical friend meeting: discuss report	
<b>Week 14 STUVAC October 29– November 2</b>				
Week 15		Peer Review	Work on learning journal Draft self-assessment schedule Critical friend meeting: finalise report	<b>Due Fri Nov 9 at 5pm</b> •Peer Review of another group's Inquiry Proposal (for EDPR5011) •Self-Assessment Schedule (for EDPR5003)
Week 16	<b>Session 8 - November 16</b> Evaluation and reflection; where to now? Action planning	[Tutors send feedback to groups]	Read Brew Chs 10 & 11	<b>FINAL ASSESSMENT DEADLINE Fri Nov 16</b> Critical friend Report (jointly completed) (for EDPR5003)

## 4. UNIT EVALUATION

The units of study in the Graduate Certificate are evaluated continually in order to ensure the learning needs of participants are being met. We will be asking you to provide formal and informal feedback on your experiences of learning in these units of study, so that we can continue to incorporate your views into our planning.

Formative evaluation will be sought in class discussions and via dedicated WebCT forums. Summative feedback will be gathered at the final session in November via the University's Unit of Study Evaluation (USE) system. In addition, 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 wish. We undertake to treat your feedback with respect and we will communicate our responses to your feedback back to you, through the discussion in class, and/or via WebCT.

In response to feedback from past participants, for example, we have responded by reducing the expectations regarding work to be done in groups and work to be done individually. We have specified the word limits for assessment tasks and clarified the standards expected.

In 2007, we have rewritten the unit of study outlines for EDPR5011 and EDPR5003 into one integrated outline. We have simplified the learning outcomes, and clarified the assessment for both units. As with the Semester 1 GradCert units, previous participants' concerns about grading have led us to adopt the usage of standards-referenced grade descriptors for each assignment, and as a result of the Education and Social work postgraduate course review, we introduced the use of grades for overall results in 2006.

## 5. OTHER RECOMMENDED READING AND RESOURCES

You will find relevant publications for purchase and/or download at the website for the Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/Publications/index.htm>

Recent papers can be downloaded from the Foundation's online 'e-Library': <http://www.carnegiefoundation.org/elibrary/index.htm#highered>

### Useful Web Links

<http://www.itl.usyd.edu.au/programs/gradstudies.htm>

The ITL website for the Graduate Certificate

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

The ITL Research-Led Teaching and Scholarship of Teaching website

[http://www.clt.uts.edu.au/Scholarship/Home\\_Page.html](http://www.clt.uts.edu.au/Scholarship/Home_Page.html)

The website for the Australian Scholarship in Teaching Project.

<http://www.herdsa.org.au/>

The website of HERDSA, The Higher Education Research and Development Society of Australasia.

<http://www.londonmet.ac.uk/deliberations/>

*DeLiberations* is a resource for educational developers, librarians, academic staff and managers in higher education, with material arranged *Generically*, by *Discipline* and by *Other Educational Issues* and a forum for readers to discuss and develop ideas, and identify resources that will aid your work.

<http://www.heacademy.ac.uk/>

The UK Higher Education Academy 'works with universities and colleges, discipline groups, individual staff and organisations to help them deliver the best possible learning experience for all students.' Do take some time to trawl through the *Resources* and the *Supporting Learning* areas of the website (in left-hand navigation menu).

[http://www.dest.gov.au/sectors/higher\\_education/](http://www.dest.gov.au/sectors/higher_education/)

## Unit of Study Outline

The Higher Education main page of the Australian Government Department of Education, Science and Training (DEST) website. Links such as 'Policy, Issues and Reviews' and 'Publications and Resources' may be useful. See also the area 'For University Teaching Staff' at:

[http://www.dest.gov.au/sectors/higher\\_education/audience\\_segments/for\\_university\\_teaching\\_staff.htm](http://www.dest.gov.au/sectors/higher_education/audience_segments/for_university_teaching_staff.htm)

<http://www.carrickinstitute.edu.au/carrick/go>

Carrick Institute for Learning and Teaching, the mission of which is 'to promote and advance learning and teaching in Australian higher education'. Here you will find links to 'Grants, Projects and Activities', the Australian Awards for University Teaching, Publication and Reports and a News Centre.

### *University Libraries*

<http://www.library.usyd.edu.au/> Access to 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.

The Senior **Librarian** specialising in Education/Social Sciences is Philippa Crosbie, Ext. 16940  
[p.crosbie@library.usyd.edu.au](mailto:p.crosbie@library.usyd.edu.au).