EDPR5001
University Teaching and Learning

Unit of Study Outline

Semester 1, 2014

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We welcome you to the Graduate Certificate in Educational Studies (Higher Education), in which this unit, “University Teaching and Learning” (EDPR5001), is one of the two units of study in Semester 1. The other first semester unit, “Reflection and Practice in University Teaching and Learning” (EDPR5002), runs concurrently with this unit and the design of the two first semester units is 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 EDPR5001. Full details of the other unit of study, EDPR5002, are contained in a separate outline.


### 1. TEACHING STAFF DETAILS

<table>
<thead>
<tr>
<th>Unit of Study Coordinator</th>
<th>Dr Amani Bell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9351 5815</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:amani.bell@sydney.edu.au">amani.bell@sydney.edu.au</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room and building</th>
<th>Institute for Teaching and Learning, Carslaw F07</th>
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</table>

At the ITL we utilise a ‘team teaching’ approach to the Graduate Certificate. This unit is co-taught with Kathryn Bartimote-Aufflick.

The Course Coordinator of the Graduate Certificate, Graduate Diploma and Masters programs in 2014 is Dr Graham Hendry. Contact Graham with any overall course queries or concerns ([graham.hendry@sydney.edu.au](mailto:graham.hendry@sydney.edu.au) or 9351 4820).

You can access home pages for all ITL staff at [http://www.itl.usyd.edu.au/aboutus/staff.htm](http://www.itl.usyd.edu.au/aboutus/staff.htm)

| Arrangements for consultation | Please note that the first point of contact for the course is the ITL’s Course Administrator Kelly Hong who can be reached at [kelly.hong@sydney.edu.au](mailto:kelly.hong@sydney.edu.au) or 9351 4821. 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. Kelly is located in Room 386 inside the ITL (Carslaw Building F07, Level 3). |

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 Gilbert Cheng, email [gilbert.cheng@sydney.edu.au](mailto:gilbert.cheng@sydney.edu.au). His telephone number is 9351 4054 and he is located in Room 307 in the Education Building A35.

### 2. TIMETABLE AND TEACHING MODE

It is expected that you will study both units (EDPR5001 and EDPR5002) in the same semester.

This unit comprises face-to-face sessions (meetings), online interactions, preparatory reading for meetings, and
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project work (both independent and in groups). In each of these situations you are asked to draw on your experiences of teaching and learning. This semester, your learning will be supported through discussions with your fellow course participants.

Class meetings
The class meetings run across both this unit and EDPR5002. You will usually meet with other participants and ITL facilitators on Friday afternoons between 1:00pm – 4:00pm in Room 340 New Law School Building. At the first session, you will receive a folder with all the basic materials for the Semester 1 units. We will also provide lunch and introduce you to ITL staff as well as your fellow participants so please arrive at 12:30pm for Meeting 1.

Class meeting dates:
- Meeting 1: Friday 14 March, 12:30 – 4:00pm (lunch provided)
- Meeting 2: Friday 28 March, 1:00 – 4:00pm
- Meeting 3: Friday 11 April, 1:00 – 4:00pm
- Meeting 4: Friday 2 May, 1:00 – 4:00pm
- Meeting 5: Friday 9 May, 1:00 – 4:00pm
- Meeting 6: Friday 23 May, 1:00 – 4:00pm
- Meeting 7: Friday 6 June, 1:00 – 4:00pm

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 literature. This reading will contribute to your completion of the unit of study assessment. You will submit your assessment tasks through the Blackboard site.

Online interactions
A Blackboard site for Semester 1 has been set up to support interactions amongst participants and facilitators, and provide learning opportunities in the unit. Some knowledge of Blackboard is therefore expected. Should you experience any difficulty using Blackboard, you may like to ask your fellow participants or ITL facilitators for assistance, or you can contact the eLearning Helpdesk at sydney.elearning@sydney.edu.au or 9351 8728.

Participation and attendance
The Faculty of Education and Social Work Postgraduate Handbook details the Faculty’s requirements for attendance at class meetings. 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.

3. WHAT IS THIS UNIT ABOUT?

Unit of study aims
Drawing on current research into teaching and learning in higher education, this unit will offer you the opportunity to develop your understanding of student learning in higher education and of the relationship between good teaching and student learning.

During the semester you will engage with some of the key theories and concepts that underpin university teaching and learning, through a scholarly consideration of the practical aspects of such teaching and learning (for example classroom experiences or current University policies). This unit relates closely to the other first semester unit (EDPR5002) where you will explore ways of reflecting on your teaching practice, and those of others. The work of the two Semester 1 units will form a foundation for the Semester 2 units of study in the Graduate Certificate.

Learning outcomes
In addition to any personal learning outcomes you set yourself, by the end of this unit, you should have:
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- understood the relationship between approaches to university teaching, learning, assessment and evaluation, and how those approaches affect student learning outcomes; and
- applied student learning theory to teaching and learning practice in terms of either revising a unit of study outline; reviewing an assessment strategy; developing a curriculum enhancement project; engaging in peer observation of teaching; or completing a similar practical task.

### 4. ESSENTIAL READINGS, TEXTBOOKS AND OTHER RESOURCES

**Set text**

**Recommended texts**

There are a variety of journal articles and other resources which also support your learning in this unit. These are listed in the ‘reading & key tasks’ column in the table on pp. 6-7, and in the instructions for each assessment project. All journal articles are electronically available via the Library’s Course Online Reading Service, accessible through the Blackboard site.

**Useful web links**
**Institute for Teaching and Learning (ITL)**
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. From the ITL website you can also access other useful higher education websites such as HERDSA (Higher Education Research and Development Society of Australasia) and the UK’s Higher Education Academy [http://www.itl.usyd.edu.au](http://www.itl.usyd.edu.au).

**Graduate Certificate Semester 1 Blackboard site**
Access this site via [https://elearning.sydney.edu.au/webapps/portal/frameset.jsp](https://elearning.sydney.edu.au/webapps/portal/frameset.jsp). If you are having problems logging in to Blackboard and accessing the Grad Cert site, please contact Kelly Hong in the ITL. All other Blackboard queries should be directed to the eLearning Helpdesk at sydney.elearning@sydney.edu.au or 9351 8728.

**Academic policies of the University of Sydney**
The links for these policies are ‘Learning and Teaching’, and ‘Undergraduate and postgraduate coursework degrees’.

**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/](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.

**Teaching@Sydney e-bulletin**
The ITL produces a monthly email bulletin, Teaching@Sydney [http://www.itl.usyd.edu.au/news/bulletin.cfm](http://www.itl.usyd.edu.au/news/bulletin.cfm), that provides practical advice on teaching, summaries of recent educational research findings, notification of due
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dates for upcoming conference, award, and grant submissions, and registration information for teaching and learning events at Sydney and beyond.

5. ASSESSMENT

As formal evidence of your learning we ask that you complete three assessment projects across the two units of study, EDPR5001 and EDPR5002. These projects are designed to support you in integrating your learning in these two concurrent units. Different aspects of each project relate to each of the units, and these components are clearly identified as being relevant to either EDPR5001 or 5002 and are assessed independently. You must satisfactorily complete all project elements that relate to EDPR5001 to pass that unit; and you must satisfactorily complete all the project components that relate to EDPR5002 to pass that unit. We will provide you a verbal introduction to all of the assessment projects at the first class meeting, and written instructions for each project are available in the course folder and on the Blackboard site.

A summary of the project components that contribute to the overall grade for each unit of study, and their relative weightings, are given in the table below. Your work will be marked and your feedback provided with reference to the course grade descriptors. Note that Project 2 is a group project, and all group members will receive the same mark and common feedback.

<table>
<thead>
<tr>
<th>Project</th>
<th>EDPR5001</th>
<th>EDPR5002</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Part A: 2000 words; weighting 50%</td>
<td>Part B: 1000 words; weighting 25%</td>
</tr>
<tr>
<td>2</td>
<td>Part A: presentation (equivalent to 2000 words); weighting 50%</td>
<td>Part B: 1000 words; weighting 25%</td>
</tr>
<tr>
<td>3</td>
<td>2000 words; Draft version weighting 10% Final version weighting 40%</td>
<td></td>
</tr>
</tbody>
</table>

There are no examinations, and assessment is based solely upon project work. 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.

Grade descriptors
The following grade descriptors are used as a basis for marking and feedback in both Semester 1 units of the Graduate Certificate.

<table>
<thead>
<tr>
<th>Grade descriptor</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>High Distinction 85% - 100%</strong></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><strong>Distinction 75% - 84%</strong></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><strong>Credit 65% - 74%</strong></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>
</tbody>
</table>
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. By the end of semester, if your revised work has still not been completed to at least a Passing standard it will be assessed as a Fail.

Our aim is to provide feedback on your project submissions within two (2) weeks of the date that we receive them. 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 project. 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 each unit of study will be based on your results across the three projects, relative to the weightings indicated on the previous page.

**Special consideration**
The University’s special consideration policy is included in Section 13 of the Assessment policy: [http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOK2012/266&RendNum=0](http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOK2012/266&RendNum=0). You may view and/or download the special consideration application form at [http://www.edsw.usyd.edu.au/current_students/assistance_forms/forms/all_students.shtml](http://www.edsw.usyd.edu.au/current_students/assistance_forms/forms/all_students.shtml). This form should be submitted to Kelly Hong within 5 days of the due date of assessment task, if possible.

However, prior to the due date, if you are aware that your circumstances mean you will find it difficult to submit your work on time, please speak with Amani Bell (for EDPR5001) or Kathryn Bartimote-Aufflick (EDPR5002). An extension of time may be arranged (for less than 5 working days) by written agreement without the need for a Special Consideration form.

**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 project. Referencing follows the conventions set out in the Faculty of Education & Social Work Style Guide (within the PG handbook) [http://www.edsw.usyd.edu.au/current_students/assistance_forms/handbooks.shtml](http://www.edsw.usyd.edu.au/current_students/assistance_forms/handbooks.shtml). If you are using the software package Endnote to manage your references, use the style APA 6th.

**Assessment guidelines in Education and Social Work**
All assessment in EDPR5001 and 5002 occurs in conformity with the policies of the University of Sydney. The Faculty of Education and Social Work’s guidelines are available at [http://www.edsw.usyd.edu.au/current_students/policies/](http://www.edsw.usyd.edu.au/current_students/policies/).

**Academic Honesty**
You should be aware about the serious manner in which academic honesty is viewed in the University. The University policy can be found at [http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOK2012/254&RendNum=0](http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOK2012/254&RendNum=0) 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...
### 6. ASSESSMENT/KEY TASKS/CLASS MEETINGS PROGRAM

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>READINGS and KEY TASKS</th>
<th>MEETING DISCUSSION TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Friday 7 March</td>
<td>Read Ramsden Ch 1 Read Brookfield Ch 1 Read unit of study outlines</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong> Friday 14 March</td>
<td>Read Ramsden Ch 4 or Biggs &amp; Tang Ch 2 Read Ramsden Ch 5</td>
<td><strong>Meeting 1</strong> Student approaches to learning Course overview Introduction to Project 1</td>
</tr>
<tr>
<td><strong>Week 3</strong> Friday 21 March</td>
<td>Read University policy on The Management and Evaluation of Coursework Teaching Read Brookfield Ch 2 Read the Project 1 exemplars Project 1: Arrange and begin student interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong> Friday 28 March</td>
<td>Project 1: Carry out and analyse student interviews</td>
<td><strong>Meeting 2</strong> Approaches to teaching Reflective practice Mark &amp; discuss Project 1 exemplars Introduction to Project 2 Organise Project 2 groups</td>
</tr>
<tr>
<td><strong>Week 5</strong> Friday 4 April</td>
<td>Read Ramsden Ch 6-7 Project 1: Carry out and analyse student interviews</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong> Friday 11 April</td>
<td>Read Brookfield Ch 3 Finalise Project 1 Decide on topic and group members for Project 2 Read the project instructions for further information: Project 2A: Assessing for student learning Project 2B: Unit of study renewal Project 2C: Learning activity design or renewal Project 2D: Peer observation of teaching Project 2E: Negotiate your own project!</td>
<td><strong>Meeting 3</strong> Outcomes-based curriculum design (constructive alignment) Project 2 group meetings in class</td>
</tr>
<tr>
<td><strong>Week 7</strong> Friday 18 April</td>
<td>Project 1: due Monday 14 April (in Blackboard Drop box) EDPRS001 &amp; 5002 Read Biggs &amp; Tang Ch 4-5 Work on Project 2</td>
<td></td>
</tr>
<tr>
<td><strong>Easter Break/UA Common Week</strong> Friday 25 April</td>
<td>Work on Project 2 Begin writing Project 3 draft submission</td>
<td><strong>Meeting 4</strong> Feedback and assessment Review Project 2 progress Introduction to Project 3 Mid semester feedback</td>
</tr>
<tr>
<td><strong>Week 8</strong> Friday 2 May</td>
<td>Read University Assessment Policy and Procedures Read Ramsden Ch 10 Work on Project 2 Work on Project 3 draft submission</td>
<td></td>
</tr>
<tr>
<td><strong>Week 9</strong> Friday 9 May</td>
<td>Project 2: Slides and handout due 10am (Drop box) for afternoon presentation Friday 9 May Finalise Project 2 presentation Read Brinko (1993)</td>
<td><strong>Meeting 5</strong> Project 2 presentations Discuss peer review principles Meet in groups to start writing peer</td>
</tr>
</tbody>
</table>
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| Week 10 | Project 2: Peer Review due Friday 16 May (Drop box) EDPR5002 | Finalise Project 2 peer review
|         |                                                           | Work on Project 3 draft submission |
| Week 11 | Read Brookfield Ch 5                                       | Work on Project 3 draft submission |
| Week 12 | Project 3: Draft submission due Wednesday 28 May (Drop box) EDPR5002 | Read Brookfield Ch 6
|         |                                                           | Finalise Project 3 draft submission |
| Week 13 | Phone or in-person verbal feedback on Project 3 draft (max. 30 mins) | Work on Project 3 final submission |
| STUVAC  | Project 3: Final submission due Friday 13 June (Drop box) EDPR5002 | Finalise Project 3 final submission |
| EXAMS   |                                                           |                                    |
| 16 – 28 June |                                                   |                                      |

7. OTHER NOTES ON THIS UNIT OF STUDY

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 wish to.

We undertake to treat your feedback with respect and we will communicate back to you our responses to your feedback, through our discussions in class or as an email or Blackboard posting.

We regularly evaluate this unit of study to ensure the learning needs of participants are being met. We take into account feedback from participants, as well as our own teaching experiences. Feedback from 2013 participants was very positive for the Semester 1 units, so we plan to continue the teaching strategies and unit structure used in recent years, particularly the use of project exemplars. In 2014 we will again feature the verbal feedback on a draft version of the Project 3 submission – a successful idea borrowed from Semester 2, 2011 that was well received in 2012 and 2013. Ideas introduced from feedback in previous years include: building in a presentation session to facilitate a reasonable pacing of work across the semester; emphasizing the flexibility for participants to pursue individual areas of interest in the projects; reducing the range of activities planned for each session to allow more time to explore particular concepts; and encouraging participants to take up the option of group projects - where these are available - to increase learning and reduce workload. We have maintained the use of standards-based grade descriptors for each project that we introduced in 2006.

We welcome you to the 2014 Graduate Certificate course and look forward to working with you during Semester 1.

Amani and Kathryn