EDPR5002
Reflection and Practice in University
Teaching and Learning

Unit of Study Outline

Semester 1, 2014

1. Teaching staff details ................................................................. 1
2. Timetable and teaching mode ................................................... 2
3. What is this unit about? ............................................................... 2
4. Essential readings, textbooks and other resources ....................... 3
5. Assessment .................................................................................. 4
6. Assessment / key tasks / class meetings program ......................... 6
7. Other notes on this unit of study .................................................. 7
We welcome you to the Graduate Certificate in Educational Studies (Higher Education), in which this unit, Reflection and Practice in University Teaching and Learning (EDPR5002), is one of the two units of study in Semester 1. The other first semester unit is University Teaching and Learning (EDPR5001). 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 EDPR5002. Full details of the other unit of study, EDPR5001, are contained in a separate outline.


1. TEACHING STAFF DETAILS

Unit of Study Coordinator
Kathryn Bartimote-Aufflick
9351 4955
kathryn.aufflick@sydney.edu.au

Room and building
Institute for Teaching and Learning, Carslaw Building F07, Level 3

At the ITL we utilise a ‘team teaching’ approach to the Graduate Certificate. This unit is co-taught with Dr Amani Bell.

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 or 9351 4820).

You can access home pages for all ITL staff at 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 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. His telephone number is 9351 4054 and he is located in Room 307 in the Education Building A35.
Unit of Study Outline EDPR5002

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 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
This unit will offer you the opportunity to develop your understanding of the role and importance of reflection in university teaching and student learning. An aim of the unit is to develop your ability to reflect on your own teaching practices in a scholarly way, and also to adapt your reflective skills in order to give useful and supportive feedback to peers on their teaching. Reflective practice is seen as a key to our continuing development as university teachers. Through engaging with the scholarly literature and participating in a number of tasks with your course colleagues, it is intended that you will develop ways in which to embed a reflective habit within your teaching work.
This unit relates closely to the other first semester unit (EDPR5001) where you will explore the relationship between good teaching and student learning. 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:

- participated in structured peer review and feedback processes to support your development as a university teacher;
- engaged with aspects of the scholarly literature on the nature and role of reflection for developing your teaching; and
- inquired into and reflected upon your own teaching practice in order to improve your students’ learning and inform your ongoing development as a university teacher.

4. ESSENTIAL READINGS, TEXTBOOKS AND OTHER RESOURCES

Set text


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.

Graduate Certificate Semester 1 Blackboard site

Access this site via 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

You will find policies on teaching and learning including those on coursework and assessment at http://sydney.edu.au/policies/default.aspx?mode=class&uri=1288

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/. The Senior Librarian specialising in Higher Education is Philippa Crosbie – philippa.crosbie@sydney.edu.au or 9351 6940.
Unit of Study Outline EDPR5002

Teaching@Sydney e-bulletin
The ITL produces a monthly email bulletin, Teaching@Sydney http://www.itl.usyd.edu.au/news/bulletin.cfm, that provides practical advice on teaching, summaries of recent educational research findings, notification of due 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, EDPR5002 and EDPR5001. 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 EDPR5002 or 5001 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 with 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</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85% - 100%</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>75% - 84%</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>65% - 74%</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</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=PD0C2012/266&RendNum=0](http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2012/266&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 Kathryn Bartimote-Aufflick (for EDPR5002) or Amani Bell (EDPR5001). 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 EDPR5002 and EDPR5001 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=PD0C2012/254&RendNum=0](http://sydney.edu.au/policies/showdoc.aspx?recnum=PD0C2012/254&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
6. ASSESSMENT/KEY TASKS/CLASS MEETINGS PROGRAM

| Week 1 | Friday 7 March | Read Ramsden Ch 1  
|        |                | Read Brookfield Ch 1  
|        |                | Read unit of study outlines  
| Week 2 | Friday 14 March | Read Ramsden Ch 4 or Biggs & Tang Ch 2  
|        |                | Read Ramsden Ch 5  
| Week 3 | Friday 21 March | Read University policy on The Management and Evaluation of Coursework Teaching  
|        |                | Read Brookfield Ch 2  
|        |                | Read Project 1 exemplars  
|        |                | Project 1: Arrange and begin student interviews  
| Week 4 | Friday 28 March | Project 1: Carry out and analyse student interviews  
| Week 5 | Friday 4 April  | Read Ramsden Ch 6-7  
|        |                | Project 1: Carry out and analyse student interviews  
| Week 6 | Friday 11 April | 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!  
| Week 7 | Friday 18 April | Project 1: due Monday 14 April (in Blackboard Drop box) EDPR5001 & 5002  
|        |                | Read Biggs & Tang Ch 4-5  
|        |                | Work on Project 2  
| Easter | Break/UA Common Week | Work on Project 2  
|        | Friday 25 April  | Begin writing Project 3 draft submission  
| Week 8 | Friday 2 May  | Read University Assessment Policy and Procedures  
|        |                | Read Ramsden Ch 10  
|        |                | Work on Project 2  
|        |                | Work on Project 3 draft submission  
| Week 9 | Friday 9 May  | Project 2: Slides and handout due 10am (Drop box) for afternoon  
|        |                | Finalise Project 2 presentation  
|        |                | Read Brinko (1993)  

Meeting 1: Student approaches to learning  
Meeting 2: Approaches to teaching  
Meeting 3: Outcomes-based curriculum design (constructive alignment)  
Meeting 4: Feedback and assessment  
Meeting 5: Project 2 presentations  

Course overview  
Introduction to Project 1  
Introduction to Project 2  
Organise Project 2 groups  
Introduction to Project 3  
Mid semester feedback  
Discuss peer review principles
We welcome you to the 2014 Graduate Certificate course and look forward to working with you during Semester 1.

Kathryn and Amani