Unit of Study Outline

Semester 2, 2014

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1. TEACHING STAFF DETAILS

**Unit of Study**  
Dr Alison Kuiper 9114 0577  
*alison.kuiper@sydney.edu.au*

**Coordinator**  
Room 233, Fisher Library Level 2 South

**Room and building**  
Institute for Teaching and Learning, Fisher Library Level 2 South

The Course Coordinator of the Graduate Certificate, Graduate Diploma and Masters programs 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  

**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 at once. Kelly is located in Room 244 inside the ITL (Fisher Library Level 2 South).

Please note, too, that if you have enquiries about your enrolment or fees, these issues are handled through the Faculty of Education and Social Work’s Student Administration, where the contact person is the Graduate Student Advisor, Gilbert Cheng  
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

**Class sessions/meetings**

Class meetings 1-7 will be held in Room 405, Eastern Avenue Complex, Camperdown campus from 1:00 – 4:00pm. Other meetings will be held in the ITL or at a venue to be confirmed by participants with their unit of study coordinator.

- **Class meeting 1:** Friday 1 August, 1:00 – 3:00pm (with EDPR5011)
- **Class meeting 2:** Friday 8 August, 1:00 – 4:00pm
- **Class meeting 4:** Friday 5 September, 1:00 – 4:00pm
  Individual meetings (times to be advised) will be available before the due date of Assignment 2
- **Class meeting 6:** Friday 3 October, 1:00 – 4:00pm
- **Class meeting 8:** Friday 31 October, 1:00- 4:00pm (with EDPR5011)

**Online interactions**

A Blackboard site for Semester 2 has been designed to support your group inquiry project and some knowledge of Blackboard is therefore expected. You will submit your assessment tasks through the Blackboard site.
EDPR5003


Participation and attendance
It is expected that you will attend all class meetings. We understand that unavoidable commitments may occasionally prevent some people from attending every session. However the collaborative learning at these meetings is an essential part of the unit of study. Where participants are unable to attend a session they should notify the Course Administrator (Kelly Hong) in advance and make arrangements with the unit of study coordinator(s) to complete alternative learning activities, which are available on request.

3. WHAT IS THIS UNIT ABOUT?

Unit of study aims
This unit has been designed to help you consider, articulate and develop your teaching aims, practices and achievements within an institutional, scholarly context. This involves reflecting on how your teaching is informed by your disciplinary context and its challenges, your students’ learning needs and processes, evidence about your teaching effectiveness, and relevant ideas from scholarly literature on teaching and learning. You are encouraged to investigate ways of expanding and enhancing your teaching and the evidence you have of its effectiveness.

The main learning activity is writing a teaching case that addresses externally set criteria. Working mostly individually but also at times collegially with other members of the class, and with guidance from the ITL staff, you will plan, draft and revise a document about your teaching. It is hoped that by the end of this unit you will be able to craft an engaging, rigorous account of your teaching which you can adapt as necessary and use for a particular purpose and audience, according to set criteria/dimensions.

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

1. Critically reflect on your own teaching practice in terms of your disciplinary context, challenges, approach, rationale, reflections, and evidence of achievements;
2. Link your teaching to scholarly literature on teaching and learning (from your discipline’s education literature and/or from higher education generally);
3. Show how your teaching practice is informed by different types of evidence, which you have gathered and critically assessed; and
4. Communicate effectively about your teaching to academic colleagues.

4. TEXTBOOKS, ESSENTIAL READINGS AND OTHER RESOURCE

Set text
There is no set text for this unit.

Required reading

Suggested readings
You will probably want to draw on references from first semester on the scholarship of
teaching/learning. You are also encouraged to find/use other references (from your discipline, or from higher education generally) for this purpose.

The suggested readings below are provided via CORS in the Web CT site for EDPR 5011.


The following references which relate to writing a teaching narrative may be useful at a later date


EDPR5003


**Useful websites**

*Institute for Teaching and Learning (ITL)*  
[http://www.itl.usyd.edu.au](http://www.itl.usyd.edu.au) The ITL website contains information on graduate courses and programs as well as other useful resources that may be relevant to the course, or your teaching more generally.  
[http://www.itl.usyd.edu.au/projects/conferences.htm](http://www.itl.usyd.edu.au/projects/conferences.htm) provides access to other useful higher education websites such as HERDSA (Higher Education Research and Development Society of Australasia).

*The Office for Learning and Teaching (OLT)*  

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

*Deliberations*  
[http://www.londonmet.ac.uk/deliberations/](http://www.londonmet.ac.uk/deliberations/) is a resource for academic and all other staff supporting learning and teaching in higher education around the world. Material is arranged under the headings of ‘generic’ and ‘subject-specific’ learning and teaching issues, and ‘other’ educational resources and issues.

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

*Evaluation cookbook*  
[http://www.icbl.hw.ac.uk/ltdi/cookbook/contents.html](http://www.icbl.hw.ac.uk/ltdi/cookbook/contents.html) provides ‘recipes’ for evaluation methods, including step by step advice on the time, resources and process involved in different evaluation methods, with hints relating to the stages of the process.

*Academic Policies of the University of Sydney*  

*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.
5. ASSESSMENT

As formal evidence of your learning you are expected to submit three written assessments. The assessments are designed to link with, and enable you to achieve the unit learning outcomes. Each assessment is an individual assessment. Your work will be marked and you will be provided with feedback in relation to the course grade descriptors. A summary of the assessments that contribute to the overall grade, and their relative weightings for this unit of study is given in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Task</th>
<th>Date due</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Word limit 800 words Weighting 10%</td>
<td>Self assessment exercise: Reflection on your teaching</td>
<td>Friday 22 August</td>
</tr>
<tr>
<td>2</td>
<td>Word limit 1700 words Weighting 30%</td>
<td>Draft teaching case</td>
<td>Wednesday 1 October</td>
</tr>
<tr>
<td>3</td>
<td>Word limit 3500 words Weighting 60%</td>
<td>Final teaching case</td>
<td>Friday 31 October</td>
</tr>
</tbody>
</table>

Assessment 1 Self assessment of teaching

Using the five OLT criteria for teaching excellence (see p.8), assess your current approach, practices and achievements in the five areas, reflecting on your strengths and the areas you want to develop further. Consider the evidence you can bring to support your reflection and the sorts of evidence you might want to add. Refer to three (or more) readings. This exercise is planned to act as the basis for the scholarly evidence-based account of your teaching you will develop through the semester. You are encouraged to include your reflections in your assignment as a part of your record of the development of your teaching case during the semester.

Assessment 2 Draft teaching case

The draft teaching case in this assignment will build on the first, reflective exercise, providing a more complete account of your approach, practices and achievements. It should show how you are developing your case through scholarship, reflection and practice. You are encouraged to highlight any areas which you have plans to work on or where you want assistance. Feedforward (before submission) or feedback (after submission) sessions will be available for you to discuss any questions or raise issues relating to writing the teaching case. This document is a work in progress but make sure it is carefully proof read.

Assessment 3 Final teaching case

The final teaching case is a document which you will add to and use in the future when you are making an application for an award, or an academic position, or for promotion, or writing an article about your teaching. It will be as reflective, scholarly and evidenced-based as is appropriate at your career stage. In addition to covering the five criteria, it will also include a section on your philosophy of teaching.

Grade Descriptors

The following grade descriptors are used as a basis for marking and feedback in all units 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 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.

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 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 second semester, each assessment task must have achieved a Passing grade or above in order to meet the requirements of the unit. If your work or an aspect of your work does not meet the requirements for a Pass you may be asked to submit a revision. If by the end of semester, your revised work has still not been completed to at least a Passing standard it will be assessed as Fail.

Our aim is to provide feedback on your work within two (2) weeks of the date that we receive your assignment. In providing feedback on your work, our emphasis is on qualitative comments 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 the semester will be based on your results across the three weighted assessments, 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 which can be located here: [http://sydney.edu.au/policies/](http://sydney.edu.au/policies/). 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 Alison Kuiper. An extension of time (for less than 5 working days) may be arranged 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’s “Little Blue Book” (mainly for undergraduate but also postgraduate students), the link to a PDF of which is on this page http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml The direct link is http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/TheLittleBlueBook_current.pdf
Go to page 26 of the PDF where you will find the “Style guide for writing assignments”.

Assessment policies in Education and Social Work
All assessment in EDPR5011 and EDPR5003 occurs in conformity with the policies of the University of Sydney. The Faculty of Education and Social Work’s policies are available at 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/. 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/assistance_forms/resources/assignment_coversheet.pdf. A Word version is available on the Blackboard site.

### 6. ASSESSMENT/KEY TASKS/MEETINGS PROGRAM

<table>
<thead>
<tr>
<th>WEEK / DATE</th>
<th>READINGS AND ACTIVITIES</th>
<th>ASSESSMENT</th>
<th>MEETINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FRIDAY 1 AUGUST</td>
<td></td>
<td></td>
<td>MEETING 1-3PM WITH EPDR 5011</td>
</tr>
<tr>
<td>2 FRIDAY 8 AUGUST</td>
<td>Before meeting read Trigwell (2001) and read and bring one article of your choice from the selected readings list.</td>
<td>Assignment 1 Self assessment of teaching exercise</td>
<td>MEETING Introduction to making an evidenced-base case for teaching GH on peer observation</td>
</tr>
<tr>
<td>4 FRIDAY 22 AUGUST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 FRIDAY 5 SEPTEMBER</td>
<td></td>
<td></td>
<td>MEETING Writing workshop and assessing VC’s and OLT applications</td>
</tr>
<tr>
<td>8, 9 and UA Common Week</td>
<td>Timetable will be provided for sign up for sessions in these weeks</td>
<td>Individual 30 min sessions for feed forward on Assignment 2*</td>
<td></td>
</tr>
<tr>
<td>UA Common Week</td>
<td>Assignment 2 Draft teaching case due WEDNESDAY 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EDPR5003

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Common Week</td>
<td>FRIDAY 3 OCTOBER</td>
<td>Fine tuning your case: peer feedback and teaching philosophy</td>
</tr>
<tr>
<td>Timetable will be provided for sign up for</td>
<td>FRIDAY 3 OCTOBER</td>
<td>Individual 30 min feedback sessions on Assignment 2*</td>
</tr>
<tr>
<td>sessions in these weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 3 Final teaching case due</td>
<td>FRIDAY 31 OCTOBER</td>
<td>MEETING WITH EDPR 5011 USE EVALUATION</td>
</tr>
</tbody>
</table>

* These are alternatives. Advice on your drafts will be given in person, unless specifically arranged otherwise. You can book for a feedforward session before the draft is due or for feedback after it’s been handed in.

### 7. OTHER NOTES ON THIS UNIT OF STUDY

**Evaluation**

The ITL is committed to the participation of learners in the process of planning and evaluating teaching. You will be asked to provide feedback, formally and informally, on your experiences of learning in this unit of study, so that we can continue to incorporate your views in our planning. This includes a mid-semester feedback strategy conducted in class as well as gathering end of semester feedback using the University’s Unit of Study Evaluation (USE) system. 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 class meetings at any stage you wish.

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

In 2014 the unit foci include making the best use of class time when we meet; weekly classes provide a forum for collegiality and cross-discipline networking, and represent ‘protected’ time. We will maintain opportunities for inquiry groups and participants to meet face to face with unit of study coordinators for customised guidance and feedback. This was a highlight of the positive feedback received in earlier years.

### 8. OLT CRITERIA FOR TEACHING EXCELLENCE

1. **Approaches to the support of learning and teaching that influence, motivate and inspire students to learn.** This may include fostering student development by stimulating curiosity and independence in learning; contributing to the development of students’ critical thinking skills, analytical skills and scholarly values; encouraging student engagement through the enthusiasm shown for learning and teaching; inspiring and motivating students through high-level communication, presentation and interpersonal skills; and enabling others to enhance their approaches to learning and teaching.

2. **Development of curricula, resources and services that reflect a command of the field.** This may include developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning; providing support to those involved in the
development of curricula and resources; and contributing professional expertise to enhance curriculum or resources.

3. **Approaches to assessment, feedback and learning support that foster independent learning.** This may include integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; adapting assessment methods to different contexts and diverse student needs and learning styles; and contributing professional expertise to enhance assessment and/or feedback.

4. **Respect and support for the development of students as individuals.** This may include participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; and influencing the overall academic, social and cultural experience of higher education.

5. **Scholarly activities and service innovations that have influenced and enhanced learning and teaching.** This may include showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.