EDPR5011
Scholarship of Uni Teaching & Learning

Unit of Study Outline

Session 2, 2014

Last revised: Fri, 25 Jul 2014 17:20:27 +1000
Unit of Study Details

Credits: 6
Prerequisites: EDPR5001 and EDPR5002
Preparation: None

Teaching Staff Details

Unit of study coordinator: Dr. Graham Hendry
Room and building: Rm236 F03
Phone number: 93514820
Email: graham.hendry@sydney.edu.au

Arrangements for student consultation:

Please contact Graham to arrange a consultation time.

We understand that unavoidable commitments may occasionally prevent some students from attending every class meeting. However, the collaborative learning at these meetings is an essential part of the unit of study. Where students are unable to attend a class meeting they should notify the unit of study coordinator in advance and make arrangements with the coordinator to catch up on the meeting and discussion at another mutually convenient time, and before the next class.

If you are aware that your circumstances mean that you will find it difficult to submit your assessment work on time, please speak with the unit of study coordinator. An extension of time may be arranged (for less than 5 working days) by written agreement without the need for a Special Arrangements form.

Please note, if you have enquirers about your enrolment or fees, then these issues are handled through the Faculty of Education and Social Work’s student administration office, where the contact person is the Graduate Student Advisor, Gilbert Cheng 9351 4054 or gilbert.cheng@sydney.edu.au

What is the unit about

Rationale

This unit will offer you opportunities to develop your knowledge and skills in the scholarship of teaching and learning, and inquire into your teaching practice, plan improvements, and communicate your plan for these improvements in a scholarly forum. It draws on the higher education literature as well as teaching scholarship and practice in your discipline.

Desired outcomes

As a result of successfully completing this unit of study students should be able to:

1. Use higher education scholarship and research literature in teaching and learning
2. Design inquiry or development projects in university teaching and learning
3. Communicate your scholarship of teaching and learning to colleagues
Topics

Assessment is arguably the most important element of university education for staff and students. It is important because it both promotes and reports student learning. The main learning activity and assessment in this unit is a group inquiry project proposal on a topic about assessment and curriculum, which you will identify with a group of your colleagues in the course. You will work with your colleagues, with guidance from the unit of study coordinator to create your group’s project proposal. The project proposal topic could address any of the following areas within assessment and curriculum:

- Revision of assessment practices in the context of curriculum development
- Use of information and communication technologies for assessment
- Assessment moderation
- Assessing postgraduate coursework students
- Assessing students in practice or work integrated learning settings
- Formative and/or summative assessment and feedback to students
- Developments which build on completed Office of Learning and Teaching projects related to assessment
- Innovative models of assessment and reporting student achievement
- Assessment practices in the context of internationalisation
- The development and description of a shared understanding of academic standards within one or more disciplines at either the undergraduate or postgraduate level
- Assessment which responds to student diversity
- An issue in assessment not featured above addressing a major concern in a discipline area (to be negotiated with the unit of study coordinator)

Timetable and Teaching Mode

The Faculty of Education and Social Work requires attendance of at least 90 per cent of all seminars, workshops or lectures. Where a student is unable to attend at the required rate evidence of illness or misadventure may be required and the student may be required to undertake extra work. Students should discuss the circumstances of their absence(s) with the co-ordinator of the unit of study.

This unit comprises face-to-face class meetings or seminars and individual group consultation meetings. Class meetings are held on Friday afternoons from 1.00-4.00pm.

Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Class meeting 1: 1 August | **Scholarship of teaching and learning**  
  *Introduction to inquiry project*  
  *Form groups*  
  *Searching the higher education literature* | Please see reading list          |
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class meeting 2: 22 August</td>
<td><strong>Inquiry project: Methods and design</strong></td>
<td>Please see reading list</td>
</tr>
<tr>
<td></td>
<td><em>Introduction to research methods and design</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Class feedback on annotated bibliographies</em></td>
<td></td>
</tr>
<tr>
<td>Class meeting 3: 26 September</td>
<td><strong>Inquiry project: Ethics and dissemination</strong></td>
<td>Please see reading list</td>
</tr>
<tr>
<td></td>
<td><em>Introduction to ethics application process</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Dissemination of potential project product(s)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Class feedback on draft proposals</em></td>
<td></td>
</tr>
<tr>
<td>Class meeting 4: 24 October</td>
<td><strong>Project proposal presentations</strong></td>
<td>Please see reading list</td>
</tr>
<tr>
<td>Class meeting 5: 31 October</td>
<td><strong>Next steps</strong></td>
<td>Please see reading list</td>
</tr>
<tr>
<td></td>
<td><em>Debrief presentation session</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>USE evaluation</em></td>
<td></td>
</tr>
<tr>
<td>Other meetings</td>
<td>Other meetings involve meeting with the unit of study coordinator in your inquiry group to discuss progress with and receive guidance and feedback (mentoring) on your inquiry project. Two meetings, one in August and one in September (between scheduled Friday classes), will be scheduled and held at a venue convenient for your group.</td>
<td>Please see reading list</td>
</tr>
</tbody>
</table>

**Assessment**

**Assessment policies**

All assessment in this Unit of Study occurs in conformity with the policies of the Faculty of Education and Social Work as outlined on the Faculty web-site. Please refer to this on 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 familiarise themselves with these policies. They are available at the following web-site:
http://sydney.edu.au/education_social_work/current_students/assistance_forms/policies.shtml

All assignments must be submitted with the Faculty cover-sheet attached and completed. This is available from the Faculty of Education and Social Work web-site (http://sydney.edu.au/education_social_work/current_students/assistance_forms/resources/assignment_coversheet.pdf).

The University of Sydney has adopted severe but fair procedures for dealing with plagiarism. It is imperative that students understand what constitutes plagiarism. The threat of being accused of plagiarism is generally relieved by expert referencing of your assignments. If you are not sure how to reference well, please refer to the publications of the Faculty mentioned above, and in particular the following web-site:

Assessment tasks in this unit of study

<table>
<thead>
<tr>
<th>Task</th>
<th>Weight</th>
<th>Word count</th>
<th>Due date</th>
<th>Outcomes</th>
<th>Australian Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography</td>
<td>10</td>
<td>600</td>
<td>Friday 15 August</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Draft project proposal</td>
<td>25</td>
<td>1500</td>
<td>Friday 12 September</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Reflection on peer draft project proposal</td>
<td>5</td>
<td>300</td>
<td>Monday 22 September</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Final project proposal and oral presentation of proposal</td>
<td>60</td>
<td>2600 and 1000 equivalent</td>
<td>Thursday 23 October (Final project proposal only)</td>
<td>1, 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

1. Annotated bibliography

Due date for completion: Friday 15 August
Submission instructions:
On the unit of study Blackboard website under Assignments

**Detail:**
This is an **individual task** in which you are required to choose **three (3) articles** from the higher education literature and write an annotation for each article. **Each annotation should be approximately 200 words.**

Your annotations should each provide a citation, concise summary of the article, and a concise reflection on the relevance and potential usefulness of the article for your group’s project.

You can read about what an annotated bibliography is and how to write one here [https://student.unsw.edu.au/annotated-bibliography](https://student.unsw.edu.au/annotated-bibliography)

**Aims**
The aims of this task include for you to:

1. Begin practising using higher education scholarship and research literature
2. Begin your reading for your draft group inquiry project proposal
3. Be able to use your annotations in your group’s literature review in your inquiry project proposal
4. Be able to use the feedback that you receive on this task to help your group develop your group inquiry project proposal

**Strategy**
You can choose the articles to annotate from the recommended reading list or search for your own.

How you divide up the articles within your group that you would like to read and annotate is up to you and your group. It is okay for more than one group member to read the same article(s).

Please discuss your article choices together in your group.

**Assessment criteria:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct citations and summaries of articles. Summaries include concise expression of the main argument in the article, research method(s) used (if any), limitations of the work, and author(s) main conclusion (LO 1)</td>
<td>Mostly correctly formatted citations. Indicates a limited understanding of at least one of the articles.</td>
<td>Complete, correctly formatted citations. Emerging evidence of concise views of the work in the articles.</td>
<td>Complete, correctly formatted citations. Well-integrated, concise views of the work in the articles.</td>
<td>As for distinction, plus original insights into the work in the articles.</td>
</tr>
<tr>
<td>Reflection on relevance</td>
<td>The relevance of at least one article</td>
<td>For each article, its relevance to</td>
<td>For each article, a concise argument</td>
<td>As for distinction, plus evidence of</td>
</tr>
</tbody>
</table>

**Scholarship of Uni Teaching & Learning**

5

2014 2 EDPR5011
### 2. Draft project proposal

**Due date for completion:** Friday 12 September  
**Submission instructions:**

On the unit of study Blackboard website under Discussions (left hand menu): please post your draft proposal as a PDF attachment to the Discussion Board for peers to be able to read.

**Detail:**

This is a **group task** in which you are required to write a draft proposal for your inquiry group project. Your draft proposal is expected to contain the following:

- **A working title for the project**
- **The main aim of the project and a rationale for its relevance/significance**
- **A review of key literature, with appropriate referencing (based on your annotations from your annotated bibliographies)**
- **The question(s)/problem(s) that you are seeking potential answers/solutions to**
- **An outline of the data to be collected and analysed or an overview of the material to be critically reviewed**
- **An outline of the proposed method(s) or approach(es) to be used**
- **A rationale for the method(s)/approach(es) that you have chosen, linked to the project question(s)/problem(s)**

Note: a ‘rationale’ is a “statement of reasons”.

#### Aims

The aims of this task include for you to:

1. Begin practising designing inquiry or development projects in university teaching and learning
2. Practise initiating and planning an investigation of creative solutions to teaching and learning problems within and across discipline contexts
3. Synthesise knowledge from scholarly sources to make independent professional judgements
4. Be able to use the feedback that you receive on this task to help your group develop your final project proposal

#### Strategy

There will be time set aside in meetings for you to work together in your group on your proposal.

There will also be an opportunity for your group to meet with the unit coordinator to discuss progress with your project.
Assessment criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pass</th>
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<th>Distinction</th>
<th>High Distinction</th>
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</thead>
<tbody>
<tr>
<td>Scholarly argument that outlines the main aim of the project, with a rationale for its relevance/significance, and review of the key literature (LO 1, 2)</td>
<td>Relevant topic on assessment. Indicates a limited understanding of importance of the topic. Weak scholarly argument based on a limited review.</td>
<td>Relevant topic on assessment. Emerging evidence of an integrative view of the topic. A scholarly argument is advanced based on a sound review.</td>
<td>Relevant topic on assessment with a well-integrated view of the topic. Well-developed scholarly argument based on a comprehensive review of latest literature.</td>
<td>As for distinction, plus critical reflection* on university teaching and learning practice.</td>
</tr>
<tr>
<td>Project design including the project question(s)/problem(s), a list of data or material to be analysed and methods/approaches to be used with and a rationale for their use (LO 1)</td>
<td>Project question(s)/problem(s) are identified. Methods of investigation/evaluation are described and links to a limited range of data/material are made. A limited rationale for the use of methods is provided.</td>
<td>Project question(s)/problem(s) and methods of investigation/evaluation are explained, and relevant data/material is listed. A rationale for the use of methods is advanced.</td>
<td>Well-integrated project design with project aim(s) and question(s)/problem(s) linked to methods of investigation/evaluation and data/material analysis. A convincing rationale for the use of methods is provided.</td>
<td>As for distinction, plus creativity in solution(s) proposed and critical reflection on the methods of investigation/evaluation.</td>
</tr>
</tbody>
</table>

* Reflection – thinking about one’s thinking – is critical when it involves recognising and questioning assumptions held, and transforming perspectives

3. Reflection on peer draft project proposal

Due date for completion: Monday 22 September
Submission instructions:
On the unit of study Blackboard website under Assignments

Detail:
This is an individual task in which you are required to read at least one other group’s draft inquiry project proposal and reflect on what you have learned from reading the proposal(s).

Your reflection should include a discussion of any ideas that you think might be relevant and could be applied to your own group’s project proposal to help improve it.

Aims

The aims of this task include for you to:

1. Synthesise knowledge from critical reflection to make independent professional judgements
Strategy
Access the Blackboard website Discussion board to read other groups’ proposals.
Please discuss your reflections together in your group.

Assessment criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pass</th>
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<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection that outlines insights generated from reading another proposal, and relevance to own group’s project proposal (LO 3)</td>
<td>Ideas generated are identified.</td>
<td>Emerging evidence of an integrative view of another proposal, and how ideas generated are relevant to group’s project.</td>
<td>Well-integrated view of one or more proposals with discussion of potential application of important ideas to group’s project.</td>
<td>As for distinction, plus critical reflection* on group’s project.</td>
</tr>
</tbody>
</table>

* Reflection – thinking about one’s thinking – is critical when it involves recognising and questioning assumptions held, and transforming perspectives

4. Final project proposal and oral presentation of proposal

Due date for completion: Thursday 23 October (Final project proposal only)
Submission instructions:
On the unit of study Blackboard website under Assignments

Detail:
This is a group task in which you are required to write a final proposal for your inquiry group project. Your final proposal is expected to contain the following:

- A title for the project
- The main aim of the project and a rationale for its relevance/significance
- A review of key literature, with appropriate referencing
- The question(s)/problem(s) that you are seeking potential answers/solutions to
- An outline of the data to be collected or an overview of the material to be critically reviewed
- An outline of the proposed method(s) or approach(es) to be used, with appropriate referencing
- A rationale for the method(s)/approach(es) that you have chosen, linked to the project question(s)/problem(s)
- A timetable for the project, reflecting either a one semester or two semester plan as appropriate
- Anticipated problems and limitations, and ethical considerations
- Significant resources required for the project (if any)
- Other information as relevant to the particular type of project
- A strategy for dissemination of project findings

Note: a ‘rationale’ is a “statement of reasons”.
You are also required to prepare and give an oral presentation of your final proposal for your inquiry group project. Your presentation is not assessed and is equivalent to a student
workload of 1000 words. Your presentation should include no more than four (4) slides, and based on timing of around two minutes per slide, it should be no longer than 10 minutes, with 10 minutes for audience comments and questions.

A draft schedule of presentations will be released in weeks 10-11.

Aims

The aims of this task include for you to:

1. Practise designing inquiry or development projects in university teaching and learning
2. Practise initiating and planning an investigation of creative solutions to teaching and learning problems within and across discipline contexts
3. Synthesise knowledge from scholarly sources to make independent professional judgements
4. Plan and communicate creative solutions to teaching and learning problems within and across discipline contexts

Strategy

There will be an opportunity for you to attend the Sydney Teaching Colloquium 29-30 September (between weeks 9 and 10) to potentially learn about other topics in assessment that may inform your final project proposal.

Assessment criteria:

<table>
<thead>
<tr>
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<tr>
<td>Scholarly argument that outlines the main aim of the project, with a rationale for its relevance/significance, and review of the key literature (LO 1, 2)</td>
<td>Relevant topic on assessment. Indicates a limited understanding of importance of the topic. Weak scholarly argument based on a limited review.</td>
<td>Relevant topic on assessment. Emerging evidence of an integrative view of the topic. A scholarly argument is advanced based on a sound review.</td>
<td>Relevant topic on assessment with a well-integrated view of the topic. Well-developed scholarly argument based on a comprehensive review of latest literature.</td>
<td>As for distinction, plus critical reflection* on university teaching and learning practice.</td>
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<td>Project design including the project question(s)/problem(s), a list of data or material to be analysed and methods/approaches to be used with and a rationale for their use (LO 1)</td>
<td>Project question(s)/problem(s) are identified. Methods of investigation/evaluation are described and links to a limited range of data/material are made. A limited rationale for the use of methods is provided.</td>
<td>Project question(s)/problem(s) and methods of investigation/evaluation are explained, and relevant data/material is listed. A rationale for the use of methods is advanced.</td>
<td>Well-integrated design with project aim(s) and question(s)/problem(s) linked to methods of investigation/evaluation and data/material analysis. A convincing rationale for the use of methods is provided.</td>
<td>As for distinction, plus creativity in solution(s) proposed and critical reflection on the methods of investigation/evaluation.</td>
</tr>
<tr>
<td>Project plan including discussion of timetable, limitations, ethical considerations, required resources (if any), and dissemination of project findings (LO 2, 3)</td>
<td>Timetable lacks sufficient information. Limitations and ethical considerations acknowledged. Weak dissemination strategy.</td>
<td>Timeline, limitations and ethical considerations clearly outlined. Dissemination strategy explained.</td>
<td>Well-integrated plan with clear explanation of how ethical considerations and limitations will be managed in relation to timeline. Dissemination strategy is based on thorough analysis of context(s) for implementation.</td>
<td>As for distinction, plus creativity in and/or critical reflection on dissemination strategy.</td>
</tr>
</tbody>
</table>

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**Student evaluation**

*We welcome feedback on this Unit of Study. Please take the time to offer constructive written feedback at the end of the semester. The teaching team is committed to the participation of learners in the process of planning and evaluation of courses.*

The following changes have already been made to this Unit of Study as a result of student feedback:

In 2014 our focus for EDPR5011 includes making the best use of time when we meet as a class and increasing opportunities for inquiry groups and participants to meet face to face with the unit of study coordinator for customised guidance and feedback.

**Other notes on this unit of study**

**Assessment and feedback**

**Course 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 group assessments all group members will receive the same mark.

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 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 assignment. 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 all weighted assessments, relative to the weightings indicated in this unit of study outline.

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 assessment. Referencing follows the conventions set out in the Faculty of Education and 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

Education and Social Work students are expected to use the APA (American Psychological Association) Guide (6th edition) insofar as it applies to referencing. You can also check the unit of study Blackboard website for links to useful APA referencing tools.

References and readings

Recommended text

Scholarship of Uni Teaching & Learning

Other texts

Readings
Assessment and feedback


Scholarship


**Methods**


