



# EDCN871

## Learning and Teaching in Higher Education

S1 External 2014

*Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Theresa Winchester-Seeto

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C3B 407

Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years)or MTransInterPed or PGDipTransInterPed or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description

This unit offers an introduction to theory and research in student learning, university teaching and the development of critical reflection. It aims to give participants an overview and understanding of learning and teaching as a sound foundation for their own practice. Content, readings and activities will primarily focus on the relationships between how students learn and how teachers teach and the effects these have on the quality of student learning outcomes. In doing so we will explore students' conceptions of teaching and learning, models for critical reflection and scholarship, theories of learning and teaching, and learning environments.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;

explore and critique literature on higher education topics in relation to the relevant theories;

apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;

devise innovative solutions to practical, real-world learning and teaching problems

analyze your own teaching practice and experience

competently contribute to and demonstrate leadership of an online learning community;

demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

## Assessment Tasks

Name	Weighting	Due
<u>Critique of an article</u>	10%	March 19
<u>Project Proposal</u>	0%	April 23
<u>Presentation</u>	20%	May 17
<u>Online Learning Community</u>	25%	June 11
<u>Final Report</u>	45%	June 18

### Critique of an article

Due: **March 19**

Weighting: **10%**

Write a 1000 word analysis of an article related to learning and teaching theory.

On successful completion you will be able to:

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

### Project Proposal

Due: **April 23**

Weighting: **0%**

Submit a project proposal for approval and discussion with your unit convenor

On successful completion you will be able to:

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- devise innovative solutions to practical, real-world learning and teaching problems
- analyze your own teaching practice and experience
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

## Presentation

Due: **May 17**

Weighting: **20%**

You will make an oral or online presentation to the group about your project and receive peer feedback to inform your final report.

On successful completion you will be able to:

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- devise innovative solutions to practical, real-world learning and teaching problems
- analyze your own teaching practice and experience
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

## Online Learning Community

Due: **June 11**

Weighting: **25%**

You will be contributing to and taking the lead in a discussion forum on iLearn throughout the semester. You will also produce a report on your contributions and reflections about the process,

and this part is due on June 11.

On successful completion you will be able to:

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- analyze your own teaching practice and experience
- competently contribute to and demonstrate leadership of an online learning community;
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

## Final Report

Due: **June 18**

Weighting: **45%**

The final report is based on a scenario where you will be asked to find an innovative solution to a real world problem.

On successful completion you will be able to:

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- devise innovative solutions to practical, real-world learning and teaching problems
- analyze your own teaching practice and experience
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

## Delivery and Resources

This is an online unit and you will need regular access to the internet to participate.

There are five modules on the iLearn site to work through and your learning is supported through learning activities and/or on campus classes. Using the iLearn Discussion Forum we aim to foster an online learning community to promote debate, discussion and exploration of ideas between all participants. This will require regular participation each week, and there is an assessment task connected with the forum.

Internal students must attend the on campus sessions, four of which are held on Wednesday evenings from 5.30pm-7.30pm in room E6A 116; dates are listed on the unit schedule. There is also one Saturday on campus session on May 17, from 9.30-3.30. External students who reside in or near Sydney and who would like to attend are most welcome. External students who do not attend the on campus sessions are expected to complete the Learning Activities that are set for each module.

You are expected to submit written assessment tasks by the published due date UNLESS you have received written permission to submit your work at a later date from the Unit convenor.

Extensions will only be granted in exceptional, unforeseen circumstances (known workload is not a legitimate or sufficient reason for the granting of an extension). However, Special Consideration is available for a student who is prevented by serious and unavoidable disruption from completing any Unit requirements in accordance with their ability. All students have the right to submit an application for Special Consideration. Details of how the University defines serious and unavoidable disruption to studies, and information about the processes involved, are contained in the [Special Consideration Policy](#).

The textbook for this unit is:

Biggs, J. & Tang, C. (2011) Teaching for Quality Learning at University (Society for Research Into Higher Education) [Paperback] McGraw Hill Education. Edition 4. ISBN-10: 0335242758; ISBN-13: 978-0335242757 [Note: Earlier editions of the text will be adequate]

If you are already familiar with this text, and/or would like an additional or supplementary text, we suggest: Tennant, M., McMullen, C. & Kaczynski, D. (2009) Teaching, Learning and Research in Higher Education. A critical approach. [Routledge](#). ISBN: 0415962633

Assessment tasks are due by 5pm on the day designated (except if you are giving an on campus presentation). All assignments are to be uploaded into iLearn. If you are having difficulties with uploading please contact the unit convenor. Before starting each assessment task you should consult the associated rubric to get an idea of how the task will be assessed. All assessment tasks will need to be submitted through Turnitin, and there are instructions and details in the iLearn unit.

For consultation about any aspect of the unit please contact the unit convenor and make an appointment (perhaps even a phone appointment). Appointments can be made by mutual agreement between Monday and Thursday.

In response to feedback from students in previous years, some changes have been made. These include: reducing the number of discussions that are scheduled to be led by students, introducing a policy of removing overly long posts from the discussion forum, and one learning activity has also been removed to provide more time for students to prepare their final report.

## Unit Schedule

Week	Week beginning (Monday)	Module Number	Oncampus session	Learning Activity	Assessment Task
<b>1</b>	<b>March 3</b>	<b>1</b>			
<b>2</b>	March 10	1	Wednesday March 12, 5.30-7.30	1A (all students; due Wed Mar 12)	
<b>3</b>	March 17	2			Critique (due Wed March 19)
<b>4</b>	March 24	2	Wednesday March 26, 5.30-7.30	1B (all students; due Wed March 19)	
<b>5</b>	March 31	2		2A (due Wed April 2)	
<b>6</b>	April 7	3	Wednesday April 9, 5.30-7.30	2B (due Wed April 9)	
<b>Break</b>	April 14				
<b>Break</b>	April 21				Project proposal due Wednesday April 23
<b>7</b>	April 28	3		3A (due Wed April 30)	
<b>8</b>	May 5	3		3B (due Wed May 7)	
<b>9</b>	May 12	4			
<b>10</b>	May 19	4	Saturday May 17, 9.30-3.30		Presentations due on Saturday May 17, either online or in the oncampus session
<b>11</b>	May 26	4		4A (due <b>Friday</b> May 30)	

12	June 2	5	Wednesday June 4, 5.30-7.30	4B (due June 4)	
13	June 9	5		5 (due June 11)	Online discussion report: Wednesday June 11
Exam	June 16				Final Report due: Wednesday June 18

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)



- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### Learning outcomes

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;

#### Assessment tasks

- Critique of an article
- Project Proposal
- Presentation
- Online Learning Community
- Final Report

### PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and

knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- discuss, debate and evaluate various theories of learning and teaching in higher education or adult learning;
- explore and critique literature on higher education topics in relation to the relevant theories;
- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- analyze your own teaching practice and experience

## **Assessment tasks**

- Critique of an article
- Project Proposal
- Presentation
- Online Learning Community
- Final Report

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- devise innovative solutions to practical, real-world learning and teaching problems
- analyze your own teaching practice and experience

## **Assessment tasks**

- Project Proposal
- Presentation
- Final Report

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- competently contribute to and demonstrate leadership of an online learning community;
- demonstrate effective oral, written and visual communication skills that are appropriate to the purpose, medium and audience

### Assessment tasks

- Critique of an article
- Project Proposal
- Presentation
- Online Learning Community
- Final Report

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcome

- devise innovative solutions to practical, real-world learning and teaching problems

### Assessment tasks

- Project Proposal
- Presentation
- Final Report

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

## **Learning outcomes**

- apply various theories of learning and teaching appropriately in practical situations and justify your choice or approach;
- devise innovative solutions to practical, real-world learning and teaching problems
- analyze your own teaching practice and experience

## **Assessment tasks**

- Project Proposal
- Presentation
- Online Learning Community
- Final Report