FBE 204

Learning and Teaching in Business

S3 Day 2014

Dept of Marketing and Management

Contents

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General Information

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Credit points
3

Prerequisites
24cp

Corequisites

Co-badged status

Unit description
This unit aims to provide students with the knowledge and skills to enable them to be effective teaching assistants at undergraduate level, and to develop interpersonal and oral presentation skills that will be important in their professional careers. Through a series of weekly practical topics, students will develop their understanding of a range of issues that affect planning, teaching and assessment at undergraduate level, and learn a range of practical teaching strategies to address these issues. The unit aims to expand students' conceptions of learning and teaching and places a strong emphasis on learning through participation. Throughout the course, students will develop their skills in participating in and facilitating face-to-face and online discussions.

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:

Compare theories of teaching and apply these in assessing their own changing understanding of learning and teaching.

Develop strategies to address current issues in higher education.

Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.

Use and evaluate appropriate language and communication skills for teaching.

Apply theory and practice of learning and teaching to substantive and constructive participation in class and online tutorial activities and positive collaboration with group members.

General Assessment Information

Extension

No extensions will be granted. Late tasks will be accepted up to 72 hours after the submission deadline.

Penalties

There will be a deduction of 10% of the total available marks made from the total awarded mark for each 24 hour period or part thereof that the submission is late (for example, 25 hours late in submission - 20% penalty). This penalty does not apply for cases in which an application for special consideration is made and approved.

Assessment Tasks

Name	Weighting	Due
Assignment	10%	W2, 19 Dec
Presentation	40%	22 Dec to 12 Jan
Assignment	50%	5 to 19 Jan

Assignment

Due: **W2, 19 Dec**
Weighting: **10%**

Content and structure

See assessment task 1 information available on iLearn.

Submission

Due by 5pm on Friday 19 December. Submit through Turnitin. No hard copy required.

On successful completion you will be able to:
- Compare theories of teaching and apply these in assessing their own changing understanding of learning and teaching.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.

Presentation

Due: **22 Dec to 12 Jan**
Weighting: **40%**

This task includes a lesson plan, teaching resource and compulsory microteaching activities.

See assessment task 2 information available on iLearn.

Submission
Marks will only be given for this task if all four parts are completed:

1. Draft plan
2. Practice teaching (week 3)*
3. Final plan
4. Final teaching (week 4)*

1. Draft plan (compulsory)

Due on Monday 22 December at 5pm. Submit to online microteaching workshop in iLearn.

2. Practice teaching (compulsory)*

You will run one 15 minute practice teaching session in week 3.

3. Final plan (40%)

Due on Monday 12 January at 5pm. Submit to Turnitin.

4. Final teaching (compulsory)*

You will run your 15 minute final teaching session in week 4.

*Your practice and final microteaching sessions are compulsory. You must arrive on time at the beginning of class on your allocated days. If you are unable to attend class on your allocated days and have evidence to support your absence you must apply for Special Consideration through ask.mq.edu.au.

On successful completion you will be able to:

- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.
- Use and evaluate appropriate language and communication skills for teaching.
- Apply theory and practice of learning and teaching to substantive and constructive participation in class and online tutorial activities and positive collaboration with group members.

Assignment

Due: **5 to 19 Jan**
Weighting: **50%**

This task includes two parts:

Part A. includes four peer reviews and a lesson reflection.

Part B. is a research assignment based on your microteaching activity.

See assessment task 3 information available on iLearn.

Submission

Part A: Peer reviews and lesson reflection (25%)

4 peer reviews (10%). All 4 peer reviews must be submitted to receive marks. **ONE** review will be selected by the marker for assessment.

- 2 peer reviews of draft plans due by 5pm on Monday 5 January. Submit to online microteaching workshop in iLearn, with a copy of each to Turnitin.
- 1 peer review of practice teaching due by 5pm on Friday 9 January. Submit to peer review box in iLearn, with a copy to Turnitin.
- 1 peer review of final teaching due by 5pm on Friday 16 January. Submit to peer review box in iLearn, with a copy to Turnitin.

Lesson reflection (15%). Due by 5pm on Monday 19 January. Submit to Turnitin.

Part B. Research assignment based on microteaching activity (25%)

Due by 5pm on Monday 19 January. Submit to Turnitin.

On successful completion you will be able to:

- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline

based on a synthesis of learning and teaching theory, practice and experience.

- Use and evaluate appropriate language and communication skills for teaching.
- Apply theory and practice of learning and teaching to substantive and constructive participation in class and online tutorial activities and positive collaboration with group members.

Delivery and Resources

Classes

- Session 1 and 2 classes include one 2 hour class and one 1 hour tutorial on iLearn each week
- Session 3 is run in intensive mode and includes equivalent teaching hours structured over longer teaching blocks and longer online tutorials as follows:

Session 3	Week 1	Week 2	Week 3	Week 4
Class hours	2 three hour classes	1 four hour class	2 three hour classes	2 three hour classes
Online tutorial	3 hours	6 hours	3 hours	2 hours

The **timetable for classes** can be found on the University web site at:http://www.timetables.mq.edu.au/

- It is a requirement of this unit that you attend all classes and complete all online tutorials.
- You will be required to check iLearn discussion boards and messages each week.
- As the unit is structured around group activities you will only be able to attend the class for which you are enrolled.
- As with other undergraduate units, you are expected to spend at least 4 hours per credit point per week on learning and teaching activities related to this unit if completing the unit in Session 1 or 2.
- FBE204 is a 3 credit point unit, so students enrolling in Sessions 1 and 2 should plan to spend at least 12 hours per week on FBE204 related activities including the 2 hour

lecture and 1 hour online tutorial, weekly readings, revision and assessment tasks.

- Students enrolling in Session 3 will complete the unit in intensive mode. Expectations are equivalent but the unit is compressed into 4 teaching weeks.
- In order to continue in the unit you must attend all required classes and submit all required assessment tasks, otherwise the Executive Dean of the Faculty (or delegated authority) has the power to refuse permission to continue in a unit. Note that if you are deemed ineligible to continue you will be excluded from the unit. This will result in you receiving a Fail (F) grade for the unit.

Prizes

Prizes for this unit (not applicable).

http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships

Required and Recommended Texts and/or Materials

- Classes and online tutorials are based on FBE204 course notes and readings.
- FBE204 course notes are available in iLearn.
- Readings are made available through **MultiSearch**, Macquarie University's online resource system.
- In addition to compulsory weekly readings, the following books are useful for background or further reading and have been placed on reserve in the library:

Biggs, J. (2003). Teaching for quality learning at university: What the student does. (2nd ed.). Maidenhead, UK: The Society for Research into Higher Education & Open University Press.

Brookfield, S. D., & Preskill, S. (1999). Discussion as a way of teaching: Tools and techniques for university teachers. Buckingham: Open University Press.

Kember, D., & McNaught, C. (2007). Enhancing university teaching: Lessons from research into award-winning teachers. New York: Routledge.

Unit Schedule

	Topic	Teaching activities
1	Introduction to FBE204	
2	Conceptions of learning and teaching	
3	Current issues	
4	Principles of learning and teaching	Team teaching

5	Writing learning outcomes	Team teaching
6	Online microteaching workshop (no class)	No class
	BREAK	
7	Online microteaching workshop (no class)	No class
8	Ways of thinking and acting in your discipline	
9	Motivation and engagement	Microteaching practice
10	Current issues	Microteaching practice
11	Current issues	Final microteaching
12	Assignment consultations	
13	Reflecting on your teaching	Final microteaching

Learning and Teaching Activities

Overview

FBE204 is designed to encourage student participation and collaborative learning. You will have the opportunity to participate in a range of learning and teaching activities as described below. iLearn, the University's learning management system provides a platform for collaborative learning. Throughout the semester you will use group discussion boards to share information and ideas with other students.

Lectures

FBE204 lectures include a combination of lecture and group based activities including group discussion and practical teaching activities. All students are expected to attend FBE204 lectures each week. • You will be assigned to a discussion group at the beginning of semester and will be working with this group throughout the semester during lectures and online tutorials, following principles of team based learning. As the unit is structured around group activities you will only be able to attend the class (Monday or Thursday) for which you are enrolled. • By enrolling in the unit you are making a commitment to team based learning and entering into a learning contract which requires preparation, promptness, participation and presence.

Tutorials

All tutorials for FBE204 are held online. A link to each online tutorial can be found in each week's material on iLearn. Tutorial activities will be based on the weekly FBE204 lectures so you will need to attend lectures to participate in tutorials. • You can begin working on online tutorials any time in week 1. An orientation to the content and structure of online tutorials will be provided in

the first lecture, and further guidance will be provided in later weeks on working in groups online and participating in online discussions. • You will be expected to begin tutorial activities within two days following each lecture each week you so that you can participate in discussion forums and other activities with your group. You will be expected to complete all activities in each tutorial each week. Note that Assessment tasks 1 and 3 are based on online tutorial activities. • FBE204 online tutorials include a range of activities such as class polls and discussion forums. These are grouped within each online tutorial for easy access. Some activities will be completed individually and others with your discussion group. • An FBE204 online orientation is available in 'Online tutorial support' which is Topic 14 on the FBE204 i-Learn page. If this is your first experience of online tutorials please consider accessing this information. This folder also includes links to Macquarie University student guides to using iLearn. • If you have any questions about participating in online tutorials or accessing any other material on the FBE204 iLearn page please ask in FBE204 lectures or post a question to the 'General discussion forum' on iLearn. The general discussion forum is available under 'Unit information' at the top of the FBE204 iLearn page. • Online tutorials in FBE204 provide the opportunity for reflective activities, discussion forums and self-study activities as follows.

Reflective activities

Students will keep a learning and teaching journal throughout the semester. Some journal entries will be submitted for assessment as part of Assessment tasks 1 and 3. Guidelines for these journal entries will be provided on iLearn.

Discussion forums

You will discuss weekly reading and practical topics in online group discussions. • Online discussion forums in FBE204 are asynchronous meaning that you do not have to be logged in at the same time as other group members to participate. You are not expected to meet face-to-face with your group members outside class time to participate in tutorial activities although some groups may choose to do this. • Your group will be given the opportunity to set group guidelines regarding participation in discussion forums.

Readings

You will be expected to read the assigned weekly e-reading to prepare for each lecture and come to class ready to participate in discussions and other activities based on these readings. • Links to weekly e-readings and reading instructions will be provided in weekly folders in iLearn. Note that ALL readings are compulsory, but you are not required to read ALL pages of all readings. Required pages will be provided in reading instructions.

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

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

Disruption to Studies Policy 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/

Academic Honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Grades

Macquarie University uses the following grades in coursework units of study:

- HD - High Distinction
- D - Distinction
- CR - Credit
- P - Pass
- F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

http://www.mq.edu.au/policy/docs/grading/policy.html

Grading Appeals and Final Examination Script Viewing

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandeconomics.mq.edu.au/new_and_current_students/undergraduate_current_students/how_do_i/grade_appeals/

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at:

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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) 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

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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Compare theories of teaching and apply these in assessing their own changing understanding of learning and teaching.
- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.
- Apply theory and practice of learning and teaching to substantive and constructive participation in class and online tutorial activities and positive collaboration with group members.

Assessment tasks

- Assignment
- Presentation
- Assignment

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Compare theories of teaching and apply these in assessing their own changing

understanding of learning and teaching.

- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.

Assessment tasks

- Assignment
- Presentation
- Assignment

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Compare theories of teaching and apply these in assessing their own changing understanding of learning and teaching.
- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.
- Use and evaluate appropriate language and communication skills for teaching.
- Apply theory and practice of learning and teaching to substantive and constructive participation in class and online tutorial activities and positive collaboration with group members.

Assessment tasks

- Assignment
- Presentation
- Assignment

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Develop strategies to address current issues in higher education.
- Design and evaluate effective teaching strategies appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.
- Use and evaluate appropriate language and communication skills for teaching.

Assessment tasks

- Assignment
- Presentation
- Assignment

Changes from Previous Offering

There have been no changes to this unit since last semester.

Research and Practice

This unit uses research by Macquarie University researchers, for example

- Handal, B., Wood, L., & Muchatuta, M. (2011). Students' expectations of teaching: The business, accounting and economics experience. *e-Journal of Business Education and Scholarship of Teaching*, 5(1), 1-17.
- Hedberg, J. G., & Stevenson, M. (2014). Breaking away from text, time and place. In M. Gosper & D. Ifenthaler (Eds.), *Curriculum models for the 21st century: Using learning technologies in higher education* (pp. 17-33). New York: Springer.
- Rowe, A. D. (2011). The personal dimension in teaching: Why students value feedback. *International Journal of Educational Management*, 25(4), 343-360. (This paper is written by a Macquarie PhD student)

This unit uses research from external sources

This unit gives you practice in applying research findings in your assignments

Technology Used and Required

- Students are encouraged to bring lap tops or iPads to all classes if they have them.
- You will be expected to log in to the FBE204 page on iLearn each week to participate in online tutorial activities and access FBE204 course notes and e-readings on e-Reserve.
- You will need to be proficient in word to complete written assignments.
- During the semester you will have the opportunity to develop your skills in creating presentations using software such as PowerPoint or Prezi (http://prezi.com/).

- During the semester you will develop your skills in participating in online discussion forums.

- During the semester you will be encouraged to set up feedback forms for your teaching using free online survey tools.

Unit Web Page

Course material is available on the learning management system (iLearn) at http://ilearn.mq.edu.au.