FBE 204
Learning and Teaching in Business
D2 2012
Marketing and Management

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Disclaimer
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General Information

Unit convenor and teaching staff

Unit Convenor
Jen McPherson
jen.mcpherson@mq.edu.au

Contact via jen.mcpherson@mq.edu.au
Consultations are generally held between 11-12 on Tuesdays and 12-1 on Wednesdays. Book a time using the consultation schedule in iLearn.

Credit points
3

Prerequisites
24cp

Corequisites

Co-badged status

Unit description
The 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 different conceptions of learning and teaching and apply these in assessing their own changing conceptions of learning and teaching.
- Develop strategies to address sustainability issues in higher education.
Design and evaluate effective teaching strategies and create teaching resources 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 and participating in face-to-face and online discussions.

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

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>10%</td>
<td>27 August</td>
</tr>
<tr>
<td>Presentation</td>
<td>50%</td>
<td>8 October (final plan)</td>
</tr>
<tr>
<td>Course work and report</td>
<td>40%</td>
<td>12 November</td>
</tr>
</tbody>
</table>

**Assignment**

**Due:** 27 August  
**Weighting:** 10%

**Submission**

Submitted via Turnitin with hard copy to BESS.

**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.

On successful completion you will be able to:

- Compare different conceptions of learning and teaching and apply these in assessing their own changing conceptions of learning and teaching.
- Design and evaluate effective teaching strategies and create teaching resources.
appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.

Presentation
Due: 8 October (final plan)
Weighting: 50%

Submission

• Draft plan due Friday 7 September. Submitted via workshop tool in iLearn.
• Self assessment and 2 peer review to be completed through workshop tool in iLearn by Friday 14 September.
• Final plan and teaching resource due Monday 8 October. Submitted via BESS.
• Microteaching sessions allocated in weeks 9-13.
• Lesson reflection due week following microteaching session. Submitted via assignment tool in iLearn.

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.

On successful completion you will be able to:

• Develop strategies to address sustainability issues in higher education.
• Design and evaluate effective teaching strategies and create teaching resources 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 and participating in face-to-face and online discussions.
• Apply theory and practice of learning and teaching to substantive and constructive participation in weekly lecture and online tutorial activities and positive collaboration with team members.
Course work and report

Due: 12 November
Weighting: 40%

Submission

- Online discussions held in online tutorials during weeks 3-9.
- Draft report due 26 October. Submitted via Turnitin. Students to bring Turnitin originality report to class in week 12 for self assessment.
- Final report due 12 November. Submitted via Turnitin with hard copy to BESS.

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.

On successful completion you will be able to:

- Develop strategies to address sustainability issues in higher education.
- Design and evaluate effective teaching strategies and create teaching resources 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 and participating in face-to-face and online discussions.
- Apply theory and practice of learning and teaching to substantive and constructive participation in weekly lecture and online tutorial activities and positive collaboration with team members.

Delivery and Resources

Classes

- Weekly classes include a 2 hour lecture and a 1 hour tutorial on iLearn
- 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 the weekly lectures and spend at least 1
hour per week on online tutorial activities.

• 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. FBE204 is a 3 credit point unit, so 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.

• 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
• Weekly lecture and online tutorial activities are based on a set of weekly readings. You will need to bring a copy of each reading to lectures each week.

• Weekly readings are available as a link in each week’s folder on iLearn. Readings are made available through e-Reserve, 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:


Learning and Teaching Activities

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 new learning management system provides a new platform for collaborative learning. Throughout the semester you will be introduced to using wikis on iLearn to share information and ideas with other students. Wikis have been used throughout the FBE204 iLearn site so that you become familiar with them.

You will be expected to contribute to several of the wikis on the FBE204 iLearn page. Instructions on how and what to contribute to these wikis will be provided during the semester.

Learning and teaching activities in this unit include:

- Lectures
- Online tutorials
- Reflective activities
- Discussion forums
- Wikis
- Readings

Unit Schedule

<table>
<thead>
<tr>
<th>Reading</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to FBE204</td>
</tr>
<tr>
<td>2</td>
<td>Marton, Dall’Alba and Beaty (1993)</td>
</tr>
<tr>
<td>3</td>
<td>Ellis, Goodyear, Prosser and O’Hara (2006)</td>
</tr>
<tr>
<td>4</td>
<td>Biggs (2012)</td>
</tr>
<tr>
<td>5</td>
<td>Krathwohl (2002)</td>
</tr>
<tr>
<td>6</td>
<td>Allie et al. (2009)</td>
</tr>
<tr>
<td>7</td>
<td>McCune and Entwistle (2011)</td>
</tr>
<tr>
<td></td>
<td>Semester break</td>
</tr>
<tr>
<td>8</td>
<td>Tilbury and Ryan</td>
</tr>
<tr>
<td>9</td>
<td>Lindblom-Yläne et al. (2006)</td>
</tr>
</tbody>
</table>
Learning and Teaching Activities

Lectures

• FBE204 lectures include a combination of lecture and group based activities including group discussion. 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 Friday) 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 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, discussion forums, wikis, and quizzes. These are grouped within each online tutorial for easy access. Some activities will be completed individually and others with your discussion group. • The first online tutorial will be available immediately after the week 1 lecture. 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, participating in online discussions and using wikis. • An FBE204 online orientation is available in ‘Online tutorial support’ which is Topic 17 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, wikis 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 2. 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 guidelines regarding timing of discussion posts and wiki entries and other expectations regarding participation in discussion forums and wikis.

Wikis

• Wikis are simple web pages that a group can create together. If you have not used wikis before, read the ‘FBE204 wiki instructions’ in ‘Online tutorial support’ which is Topic 17 on the FBE204 i-Learn page). These instructions include a link to an excellent short video ‘Wikis in plain English’ on YouTube (http://youtu.be/-dnL00TdmLY). • Your discussion group will be working together on wikis in online tutorials throughout the semester. Note that iLearn wikis can only be modified by one person at a time so you will need to coordinate wiki contributions with other group members. • Your group will be given the opportunity to set guidelines regarding timing of discussion posts and wiki entries and other expectations regarding participation in discussion forums and wikis.

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html


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

In addition, a number of other policies can be found in the Learning and Teaching Category of
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:


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 Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/.

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.mq.edu.au/learning_skills/](http://www.mq.edu.au/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

**Student Services and Support**

Students with a disability are encouraged to contact the [Disability Support Unit](http://www.student.mq.edu.au/ses/) who can provide appropriate help with any issues that arise during their studies.

**Student Enquiries**

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university’s IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**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 different conceptions of learning and teaching and apply these in assessing their own changing conceptions of learning and teaching.
• Develop strategies to address sustainability issues in higher education.
• Design and evaluate effective teaching strategies and create teaching resources 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 weekly lecture and online tutorial activities and positive collaboration with team members.

Assessment tasks

• Assignment
• Presentation
• Course work and report

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 different conceptions of learning and teaching and apply these in assessing their own changing conceptions of learning and teaching.
• Develop strategies to address sustainability issues in higher education.
• Design and evaluate effective teaching strategies and create teaching resources appropriate for their chosen discipline based on a synthesis of learning and teaching theory, practice and experience.

Assessment tasks

• Assignment
• Presentation
• Course work and report
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 different conceptions of learning and teaching and apply these in assessing their own changing conceptions of learning and teaching.
- Develop strategies to address sustainability issues in higher education.
- Design and evaluate effective teaching strategies and create teaching resources 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 and participating in face-to-face and online discussions.
- Apply theory and practice of learning and teaching to substantive and constructive participation in weekly lecture and online tutorial activities and positive collaboration with team members.

**Assessment tasks**

- Assignment
- Presentation
- Course work and report

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Develop strategies to address sustainability issues in higher education.
- Design and evaluate effective teaching strategies and create teaching resources
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 and participating in face-to-face and online discussions.

• Apply theory and practice of learning and teaching to substantive and constructive participation in weekly lecture and online tutorial activities and positive collaboration with team members.

Assessment tasks

• Presentation

• Course work and report

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 sustainability issues in higher education.

• Design and evaluate effective teaching strategies and create teaching resources 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 and participating in face-to-face and online discussions.

Assessment tasks

• Assignment

• Presentation

• Course work and report

Research and Practice

This unit uses research by Macquarie University researchers, for example


International Journal of Educational Management, 25(4), 343-360. (This paper is written by a MQ 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

- You will be expected to log in to the FBE204 page on iLearn each week to participate in online tutorial activities and access weekly 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 and using wikis. You will also have the opportunity to develop skills in video recording and uploading video files from i-phones and other recording devices.

Unit Web Page

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

The front page of the FBE204 i-Learn page is structured in numbered topics, with one topic for each 13 weeks of semester. Topics 14-18 contain the following:

<table>
<thead>
<tr>
<th></th>
<th>Assessment</th>
<th>Task instructions and submission information for Assessment tasks 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Journals and wikis</td>
<td>Easy access to FBE204 student generated material for Semester 1 2012 including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning and teaching journals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Report topic discussion boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practical topic discussion boards</td>
</tr>
<tr>
<td>16</td>
<td>Tutoring and teaching resources</td>
<td>Links to general learning and teaching resources, practical topic resources and microteaching resources.</td>
</tr>
<tr>
<td>17</td>
<td>Online tutorial support</td>
<td>Online tutorial orientation and other information to help students to participate in online tutorials</td>
</tr>
<tr>
<td>18</td>
<td>Language and academic skills support</td>
<td>Links to useful resources providing language and academic skills support including language and communication skills for participating in discussions.</td>
</tr>
</tbody>
</table>

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/07/2012</td>
<td>The Description was updated.</td>
</tr>
<tr>
<td>13/07/2012</td>
<td>The Description was updated.</td>
</tr>
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<td>30/01/2012</td>
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<tr>
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