



**UNSW**  
SYDNEY

Australia's  
Global  
University



# **EDST5122**

Student Learning in Higher Education

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Sue Starfield	s.starfield@unsw.edu.au	Please contact me by email.	110 Goodsell	(02) 9385 2524

### School Contact Information

School of Education  
Arts and Social Sciences  
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977

**E:** education@unsw.edu.au

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### Attendance Requirements

#### Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

### Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Course Details**

### **Credit Points 6**

### **Workload**

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

### **Summary of the Course**

In this course, you will build on the brief introductions to student learning and effective teaching presented in the Introduction to University Learning and Teaching course. This course is based on the assumption that in order to improve student learning, teaching practice needs to be underpinned by an understanding of how people learn. You will consider learning from a number of perspectives that include the experiences of self, colleagues and students and the diverse educational literature that draws from fields such as adult learning, higher education, research into disciplinary learning and teaching and reflective practice. You will be asked to explore the nature of good teaching in higher education and approaches to teaching that lead to high quality learning.

### **At the conclusion of this course the student will be able to**

1. Evaluate student, educational designer or teacher perspectives of learning with reference to current theories of learning.
2. Critically appraise literature on learning related to specific educational contexts
3. Analyse students and teacher interactivity within various learning environments (face-to-face, blended and online) with respect to curriculum design, teaching and assessment
4. Develop strategies which impact on student learning across face-to-face, blended and online delivery modes

### **Teaching Strategies**

Our understanding about how students learn in higher education is evolving. Research suggests that students learn best when they are actively engaged in their learning through analysis, discussion, collaboration, reflection and application. Thus research has driven a shift in the way we teach, moving from a transmission approach to more learning centred and blended learning approaches. The teaching strategies on this course aim to model these approaches in the university learning environment. There is an imperative for educational practitioners to keep up with and critically analyse current research and knowledge, to articulate these evolving understandings with their peers so that they can bring them to bear on their professional development through a continuous process of reflection on and refinement of their own educational practice. The overarching teaching strategies on this course model this professional development process: making key sources of information in the field accessible to participants on the course, fostering online collaboration to build critical awareness of the information available and articulation of understandings gained, facilitating discussion and reflection on the implications for practice and facilitating the transfer of knowledge of key issues in the sources of information to action via personalized application opportunities in the assessments. The teaching strategies are fully aligned with the course learning outcomes and are designed to maximize all students' potential to achieve the outcomes and to complete the course assessments.

The teaching strategies for this course are:

1. to build on learning theories and approaches to teaching introduced in EDST5121 (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3) (Assessment 3)
  2. to model effective learning centred and blended learning approaches in higher education in the teaching and assessment practices on this course (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)
  3. to use the diverse experience of course participants as well as other academics to develop understandings about how people learn from different perspectives: self, colleagues and students (CLO 1) (Assessment 1)
  4. to make key sources of information on how students learn in higher education accessible to participants on the course (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)
  5. to build critical awareness of the key issues in the sources of information and the implications for practice (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)
  6. to facilitate analysis of interactivity in various learning environments to develop awareness of how what teachers say and do impact on student learning (CLO 3) (Assessment 2)
  7. to encourage reflective practice, both in terms of participants' own learning from the course and linking knowledge gained to their own educational practice (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)
  8. to provide online opportunities to work independently and collaboratively in order to articulate and share understandings gained, to facilitate discussions on how these understandings impact on practice and the articulation of a teaching rationale underpinned by an understanding of student learning (CLO 1, 2, 3 and 4) (Assessments 1, 2 and 3)
  9. to facilitate the development of a teaching rationale underpinned by an understanding of how students learn
  10. to facilitate the transfer of knowledge of key issues from a range of the sources of information to action via personalized application opportunities (CLO 1, 2, 3 and 4) (Assessment 3)
- to foster a positive, supportive and inclusive online learning environment to maximize every students' potential to succeed on the course



## Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

### Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Assessment 1	40%	3,4		17/09/2018 05:00 PM
Assessment 2 (FINAL)	60%	1,2,3,4		29/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

### Assessment Details

#### Assessment 1: Assessment 1

**Start date:** Not Applicable

**Details:** 2000 words. Students will receive written feedback 3 weeks after submission

#### Additional details:

Formative Peer Review

You will need to identify a colleague with whom you can engage in formative peer review. You will each observe one hour of teaching.

You will provide formative feedback to a colleague upon observing their teaching (c. 500 words) and then write about what you have learned from the experience of being observed and receiving formative and constructive feedback (1,500 words). The rubric provides guidance.

#### Assessment 2: Assessment 2 (FINAL)

**Start date:** Not Applicable

**Details:** 3500-4000 words. Students will receive written feedback 3 weeks after submission. This is the final assessment.

**Additional details:**

The second assessment task is to write an essay on student learning and how it relates to your approach to teaching, drawing from your experiences, insights from your colleagues' experiences, the theoretical literature and from research into your own students' experiences of learning in one of your courses. The aim of the task is to use these insights to further develop and articulate your own teaching philosophy (also referred to as a rationale, approach or framework).

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5122

### Assessment Task: Assessment 1

Specific Criteria	(-)—————>(+)				
<p><b>Understand of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>◦ understanding of the task and its relationship to relevant areas of practice, theory and research</li> <li>◦ clarity and accuracy in use of the key terms</li> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>◦ observe and examine issues and draw out key insights</li> <li>◦ link the theory of teaching and learning with reflections on your practice as a learner and teacher</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Evidence of adequate and critical reading across adult and higher education literature including literature arising from your discipline to support your response</li> </ul>					
<p><b>Structure and organization of response</b></p> <ul style="list-style-type: none"> <li>◦ clarity and coherence of response to the task, including use of section headings, introductions, transitions, and summaries to enhance readability</li> <li>◦ completion of all components</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• clarity, consistency of sentence structure, vocabulary use, spelling, punctuation and word length and appropriateness of conventions and listing references (APA style).</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given

equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

# UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

## EDST5122

Assessment Task: Assessment 2 (FINAL)

Specific Criteria	(-)—————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)

weighting : 20%

NB: this ticks in the various boxes and designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

### ***Task with a non-percentage mark***

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore  $17 - [25 (0.05 \times 3)] = 13.25$

### ***Task with a percentage mark***

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

*Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore  $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,
- \* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Online Activity	<p>The course is offered in a blended mode, which includes in-class sessions each fortnight alternating with online sessions and activities.</p> <p><b>Week 1: The role of reflection for learning</b></p> <p>The first session consists of online reading and thinking activities for you to engage in prior to our first face-to-face meeting in Week 2.</p> <p>Introduction to course and core concepts</p>
Week 2: 30 July - 5 August	Seminar	<p><b>Week 2: The role of reflection for learning</b></p> <p><b>Learning and reflective practice</b></p> <p><b>In class session: 12.30- 2.30pm, Friday 3th August</b></p>
Week 3: 6 August - 12 August	Online Activity	<p><b>Week 3: The learner in the university context</b></p> <p><b>Learner presage: what they bring to the learning environment</b></p>
Week 4: 13 August - 19 August	Seminar	<p><b>Week 4: The learner in the university context</b></p> <p><b>Learner presage: what they bring to the learning environment</b></p> <p>In class session: 12.30- 2.30pm, Friday 17th August</p>
Week 5: 20 August - 26 August	Online Activity	<p><b>Week 5: Learning theories</b></p> <p><b>Student learning: Theories and approaches</b> <b>What is learning? What is knowing?</b></p>
Week 6: 27 August - 2 September	Seminar	<p><b>Week 6: Learning theories</b></p> <p><b>Student learning: Theories and approaches</b> <b>What is learning? What is knowing?</b></p>

		<b>In-class session: 12.30- 2.30pm, Friday 31st August</b>
Week 7: 3 September - 9 September	Online Activity	<b>Week 7: Students as partners</b> <b>Students as partners, as researchers, and as co-creators</b>
Week 8: 10 September - 16 September	Seminar	<b>Week 8: Students as partners</b> <b>Students as partners, as researchers, and as co-creators</b> <b>In-class session: 12.30- 2.30pm, Friday 14th September</b>
Week 9: 17 September - 23 September	Online Activity	<b>Week 9: Student approaches to learning</b> <b>Student conceptions of, and approaches to, learning.</b>
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Online Activity	<b>Week 10: Experiential learning</b> <b>Experiential learning: Linking theory to practice with the example of WIL</b>
Week 11: 8 October - 14 October	Seminar	<b>Week 11: Experiential learning</b> <b>In-class session: 12.30- 2.30pm, Friday 12th October</b>
Week 12: 15 October - 21 October	Seminar	<b>Week 12: Learning and teaching in a changing HE context</b> <b>Exploring emerging issues amid the changing HE context</b> <b>In-class session: 12.30- 2.30, Friday 19th October</b>

## **Resources**

### **Prescribed Resources**

### **Recommended Resources**

#### **Recommended Texts**

Biggs, J. & Tang, C. (2007). *Teaching for quality learning at university*. Third Edition. Maidenhead: Open University Press.

Hunt, L. & Chalmers, D. (Eds). (2012). *University teaching in focus. A learning-centred approach*. Camberwell: ACER Press.

## **Course Evaluation and Development**

I will be teaching the course for the first time this semester. I look forward to your feedback through the semester and at the end of the course.

### **Image Credit**

Sue Starfield

### **CRICOS**

CRICOS Provider Code: 00098G