



OLTC20003 *Nature of Learning and Teaching*

Term 1 - 2017

Profile information current as at 09/05/2024 03:09 pm

All details in this unit profile for OLTC20003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will explore the nature of learning and teaching in tertiary education, to examine the knowledge, skills and dispositions essential to the role of an educator in this context. Continuous improvement is a focus of the unit, within which critical educational issues with respect to evolving pedagogical ideas and technological innovations in learning and teaching will be investigated. The unit aims to foster reflective practice by examining teaching and learning practices and ways of promoting quality educational experiences.

Details

Career Level: *Postgraduate*

Unit Level: *Not Applicable*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**

Weighting: Pass/Fail

2. **Presentation and Written Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Assessment tasks were vague and confusing

Recommendation

Assessment tasks to be simplified and concisely detailed.

Feedback from Student feedback

Feedback

Each assessment task is 'very overloaded'.

Recommendation

Assessment tasks to be simplified. The assessment task will not require the inclusion of many diversely different tasks.

Feedback from Student feedback

Feedback

Moodle site navigation was confusing and not well set out.

Recommendation

The Moodle site to be restructured. The Moodle book to be removed and replaced with a PDF topic guide and activities.

Feedback from Student feedback

Feedback

Materials difficult to download for offline access

Recommendation

The Moodle book to be removed and replaced with a PDF topic guide and activities. All resources and activities are available directly from the collapsible topics instead of in embedded links.

Unit Learning Outcomes

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

1. Explore the knowledge, skills and dispositions required in your role as an educator in order to facilitate student-focussed learning experiences
2. Examine the implications of different learning theories in relation to your teaching practice
3. Analyse contemporary educational issues in light of emerging pedagogical ideas and technological innovations in tertiary education
4. Apply strategies for promoting reflective practice that facilitate enhancements to educational experiences
5. Engage in scholarly learning and teaching practice.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation and Written Assessment - 0%	•	•	•	•	•
2 - Presentation and Written Assessment - 0%		•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills			○	○	○
4 - Research	○	○	○	○	○
5 - Self-management	○			○	○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership				○	○
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Presentation and Written Assessment - 0%	○	○	○	○	○	○		
2 - Presentation and Written Assessment - 0%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nadine Adams Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1 - Experiences of learning		

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 1 - Experiences of learning		

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2 - The educator's role		

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 2 - The educator's role		

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 3 - Conceptions of teaching		

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Theme 3 - Conceptions of teaching

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 4 - Learning theory and teaching practice		

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Theme 4 - Learning theory and teaching practice		

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment One preparation		

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment One/Two preparation		Assessment 1 - Teaching Philosophy and Presentation Due: Week 10 Monday (15 May 2017) 11:00 pm AEST

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Two preparation		

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Two preparation		Assessment 2: Critique and Feedback Presentation Due: Week 12 Thursday (1 June 2017) 11:00 am AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Assessment 1 - Teaching Philosophy and Presentation

Assessment Type

Presentation and Written Assessment

Task Description

Assessment 1: Teaching Philosophy and Teaching Presentation

For the first part of this assessment you are to prepare a one page teaching philosophy.

The purpose of a teaching philosophy is to inform a broader audience of your teaching values, beliefs and goals, thus providing a set of criteria to judge the quality of your teaching. The development of a teaching philosophy will develop personal and professional growth and improvements in teaching practices through the process of identifying your personal philosophy of teaching, obtaining evidence and continuously examining and verifying this philosophy.

Your teaching philosophy will be based on reflective practice and your beliefs about learning and teaching. It will be informed by learning theories. You will include concrete examples of what you do or anticipate doing. Your teaching philosophy will be contextualised to your discipline and teaching context, and be supported by evidence.

The second part of this assessment is to produce a 7 minute engaging teaching video. In line with Sweller's cognitive load theory, you will create a teaching video to teach a single concept from your discipline. You will need to succinctly explain this concept to a novice. This video will be peer reviewed according to the assessment criteria given below. The teaching strategies and beliefs discussed in your teaching philosophy should be demonstrated in your presentation; thus, indicating that you are putting your teaching philosophy into practice. All assessment items will be made available to all members of your class. The assessment will be peer reviewed.

Assessment Due Date

Week 10 Monday (15 May 2017) 11:00 pm AEST

Return Date to Students

Assessment One and Assessment Two feedback will be returned at the same time.

Weighting

Pass/Fail

Minimum mark or grade

Pass. Students must pass both pieces of assessment to pass the unit.

Assessment Criteria

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the assessment criteria outlined below.

Teaching philosophy

Narrative: The narrative is engaging and easy to follow.

Context: The context is clearly defined.

Roles & responsibilities: Your roles & responsibilities as an educator are discussed.

Theory: The teaching philosophy outlines the learning theory/theories that inform your practice.

Literature: Literature is used to support your claims.

Communication and presentation: The teaching philosophy is well written with correct spelling and grammar (to an academic standard).

References: Literature is appropriately referenced, both in-text and in the reference list.

Examples: Examples are used to demonstrate the use of creativity in providing a pedagogical solution and to assist in providing clarity to the reader.

Reflection: Critical reflection is evident.

Student voice: The writer has demonstrated a positive impact on student learning and/or on enhancing the student experience or engagement. Or how they would make this happen if they are not teaching.

Teaching presentation

Length: The presentation is within the 5-9 minute required length (10 minutes is allowable if absolutely need to cover content).

Engaging: The presentation is easy to follow and is engaging.

Audience: Presentation takes account of diverse audience needs.

Technology: Competency in the technology that supports the presentation and topic is evident.

Unification: There is a clear link between the teaching philosophy and the presentation.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Explore the knowledge, skills and dispositions required in your role as an educator in order to facilitate student-focussed learning experiences
- Examine the implications of different learning theories in relation to your teaching practice
- Analyse contemporary educational issues in light of emerging pedagogical ideas and technological innovations in tertiary education
- Apply strategies for promoting reflective practice that facilitate enhancements to educational experiences
- Engage in scholarly learning and teaching practice.

Graduate Attributes

- Knowledge

- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Assessment 2: Critique and Feedback Presentation

Assessment Type

Presentation and Written Assessment

Task Description

Assessment 2: Critique and Feedback Presentation

This assessment requires you to peer assess teaching philosophies and videos created for assessment one. You will be required to assess according to the assessment criteria given for Assessment One. Each person will be assigned, by the lecturer, 2 or 3 presentations to review.

The first part of this assessment will require you to provide the presenter with written constructive feedback, similar to reviewing a journal paper. This will include suggestions of how they may improve their teaching philosophy and any learning theories that they may also associate. Your feedback will be marked according to the assessment criteria (rubric) provided in Moodle.

The second part of this assessment is to create a video giving general feedback to your peers based on the teaching philosophies and presentations you reviewed. This video will be no more than 5 minutes long and will cover all teaching philosophies and presentations reviewed.

All assessment items will be made available to all members of your class.

Assessment Due Date

Week 12 Thursday (1 June 2017) 11:00 am AEST

Return Date to Students

Assessment One and Assessment Two feedback will be returned at the same time.

Weighting

Pass/Fail

Minimum mark or grade

Pass. Students must pass both pieces of assessment to pass the unit.

Assessment Criteria

This assessment task is marked according to how well you have met the specified requirements, and in accordance with the marking criteria outlined below. The full details of the assessment criteria are available in a criteria sheet found under 'Assessment Resources' in the Moodle site.

Written feedback

Scholarship: Scholarship is evident in the feedback. (The Scholarship of Teaching and Learning (SoTL) is systematic inquiry, critique, research and development in teaching, learning which advances and publicly provides educational benefit to students, staff and the higher education sector.)

Communication: Feedback enables the recipient to learn and improve.

Reflection: Feedback demonstrated reflection on unit topics.

Knowledge: - Demonstrates a knowledge of the concepts covered in the unit and use this to aid peer improvement.

Literature: Literature is used to support claims (if applicable).

Feedback presentation

Length: The presentation is no longer than 5 minutes.

Communication: The presentation is easy to follow and conveys the information succinctly.

Audience: Presentation takes account of diverse audience needs.

Technology: Competency in the technology that supports the presentation and topic is demonstrated.

Knowledge: Demonstrates a knowledge of the concepts covered in the unit and use this to aid peer improvement.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- Examine the implications of different learning theories in relation to your teaching practice
- Analyse contemporary educational issues in light of emerging pedagogical ideas and technological innovations in tertiary education
- Apply strategies for promoting reflective practice that facilitate enhancements to educational experiences
- Engage in scholarly learning and teaching practice.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem