OLTC20004 *Scholarship of Learning and Teaching*
Term 3 - 2017

Profile information current as at 17/05/2024 05:05 am

All details in this unit profile for OLTC20004 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 investigate a learning and teaching phenomenon of professional or personal relevance through a review of current trends in tertiary education at national and international levels. The outocmes of this investigation will be used to assist in designing and proposing needed changes to teaching practice. Using Ernst Boyer's four-part Scholarship of Learning and Teaching model as a guide, this Unit will broaden your conception of what constitutes knowledge, evidence, practice and scholarship in learning and teaching.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
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 3 - 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. **Written Assessment**
Weighting: Pass/Fail
2. **Literature Review or Systematic Review**
Weighting: Pass/Fail
3. **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
Too many readings.

Recommendation
Cut back the texts and group into essential plus further reading to allow for participants who wish to read more detailed literature.

Unit Learning Outcomes

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

1. Explore published research in response to specific information needs
2. Investigate your own teaching practice in light of current research findings
3. Synthesise information from a variety of sources to create robust arguments
4. Document proposed changes to teaching practice in ways that are concrete and persuasive.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ● Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Written Assessment - 0%		●	●	
2 - Literature Review or Systematic Review - 0%	●		●	
3 - Presentation and Written Assessment - 0%		●		●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	**2**	**3**	**4**
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 - Written Assessment - 0%	○	○	○	○				
2 - Literature Review or Systematic Review - 0%	○	○	○	○	○			
3 - 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)
- Zoom Conferencing (Webcam and Microphone)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Matt Eliot Unit Coordinator
m.eliot@cqu.edu.au

Schedule

Module 1: Foundations of Scholarship - 06 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic
Academic scholarship is a collection of knowledge and skills related to increasing expertise in a particular topic area. This first module includes readings on differing approaches to academic scholarship as well as guidelines and support for the first assessment item: the unit project plan.		November 9, 4 pm to 5 pm. Zoom Session. "Your Approach to the Scholarship of Learning and Teaching" November 14, 4 pm to 5 pm. Zoom Session. "Logical Arguments 1: Claims, Evidence, and Rationale" Assessment 1: Unit Project Plan to be submitted by Nov 21

Module 2: Engaging the Literature - 20 Nov 2017

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
In this module we explore multiple ways to gather information to better understand the history and the current knowledge related to the specific topic areas contained in your project.		November 21, 4 pm to 5 pm. Zoom Session. "Generating Research Questions and Investigation Guidelines" November 28, 4 pm to 5 pm. Zoom Session. "Logical Arguments 2: Persuasion and Credibility" December 12, 4 pm to 5 pm. Zoom Session. "Open Forum on the Lit Review Assessment Item" Assessment Item 2: Lit Review to be submitted by Jan 12 **Unit Project Plan** Due: Week 3 Tuesday (21 Nov 2017) 12:00 pm AEST

Module 3: Scholarship Project Development - 08 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
Scholarship in Learning and Teaching projects rarely unfold in a simple linear manner. This module is comprised of readings and presentations regarding the assimilation of new knowledge and possible approaches for troubleshooting as projects move in new directions.		January 9, 4 pm to 5 pm. Zoom Session. "Logical Arguments, Part 2" January 12, 4 pm to 5 pm. Zoom Session. "Scholarship Projects: Research and Development" **Literature Review** Due: Week 8 Friday (12 Jan 2018) 12:00 am AEST

Module 4: Building Project Impact - 22 Jan 2018

Module/Topic	Chapter	Events and Submissions/Topic
We conduct scholarship in order to prepare for and/or to conduct change, whether in our classrooms or in our communities. This module is comprised of reading and presentations about creating impact from the fruits of our scholarship efforts.		January 23, 4 pm to 5 pm. Zoom Session. "Being a Changemaker as part of our Professional Roles." January 30, 4 pm to 5 pm. Zoom Session. "Open Forum: Final Reports and Presentations."

Exam Week - 12 Feb 2018

Module/Topic	Chapter	Events and Submissions/Topic
Students will give final presentations and submit Final Reports		Assessment 3: Final Presentation Symposium. Zoom session. February 15, 3:00 pm to 5:00 pm Final Reports submitted on February 15. **Final Report and Presentation** Due: Review/Exam Week Thursday (15 Feb 2018) 12:00 am AEST

Assessment Tasks

1 Unit Project Plan

Assessment Type
Written Assessment

Task Description
The purpose of this first assessment is to document the overarching details of the scholarship of learning and teaching project being implemented in this course.

This assessment item is related to the Learning Outcome: Investigate your own teaching practice in light of current research findings.

Project Plan Sections
   Background
   This section describes the phenomenon being explored in the project, the need for the exploration, and the benefits of implementing the project to the student, to their possible teaching and learning context, and to their institution.
   Project Description
   This section describes the type of scholarship being pursued, any considerations in play for the design of the project, and a detailed description of the key steps needed to complete the project.
   These key steps will also be used to create a timeline for the term with target dates for the completion of each step.
   Possible Impacts
   In this section, students describe how their scholarship projects could be useful to themselves, to their work setting, and to wider academic communities.
   Summary
   This section is an opportunity for the student to reflect on opportunities and challenges of their project, and to list any open ended questions they have at the beginning.

Assessment Due Date
Week 3 Tuesday (21 Nov 2017) 12:00 pm AEST
Submit your word document through Moodle

Return Date to Students
Week 4 Friday (1 Dec 2017)
Annotated feedback will be provided in your word document and returned through Moodle. Please meet with me via phone or Zoom if you need clarification of feedback.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
1. **Writing Quality**. Writing style must be of professional quality and free of grammatical and spelling errors.
2. **Feasibility**. Project Plan must present a plan of action which can be completed in the timeframe of the term.
3. **Relevance to Scholarship**. The proposed project must relate to the concepts around scholarship presented in the first two weeks of the unit.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submitted through Moodle.

Learning Outcomes Assessed

- Investigate your own teaching practice in light of current research findings
- Synthesise information from a variety of sources to create robust arguments

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

2 Literature Review

Assessment Type
Literature Review or Systematic Review

Task Description
Assessment Description
The purpose of this second assessment is to present a review of the key concepts from the academic literature related to the question(s) guiding the review. It will be important to demonstrate differing ways that the phenomenon is understood and justification for why the student is pursuing a particular approach.

Literature Review Sections

Introduction
This section describes the need for the literature review (related to the student's teaching and learning context) and the question(s) used to guide the review.

Method
This section describes the methods used to conduct the review, including any interesting informal or unusual occurrences (coincidences, remarks from colleagues, etc.)

Findings
This section answers the question(s) guiding the literature review, using evidence from the literature to support the claims being made. This section should include some depiction of the variability contained in the literature and arguments for why one particular approach is more relevant to the current project.

Conclusion
This section reflects on the strengths and weaknesses of this literature review, relevance of the findings to the student's teaching and learning context, with ideas for future developments.

Please include Turnitin Report with submission

Assessment Due Date
Week 8 Friday (12 Jan 2018) 12:00 am AEST
Please include Turnitin Report with submission

Return Date to Students
Week 9 Friday (19 Jan 2018)
Annotated feedback will be provided in your word document and returned through Moodle. Please meet with me via phone or Zoom if you need clarification of feedback.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
1.   **Writing Quality**. Writing style must be of professional quality and free of grammatical and spelling errors.
2.   **Guiding Questions.** The review lists the guiding questions explicitly, with question marks on the end of each one. These questions must ensure proper scope and depth of analysis.
3.   **Quality of arguments.** This section must contain arguments for the validity of the review and its findings. . These arguments must include clear-cut claims, supporting evidence, and statements (grounds) explaining how the evidence supports the claims.
4.   **Strength of Review**. The literature review must include key literature sources related to the questions and the student's context.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Please include Turnitin Report with submission

Learning Outcomes Assessed

- Explore published research in response to specific information needs
- Synthesise information from a variety of sources to create robust arguments

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

3 Final Report and Presentation

Assessment Type
Presentation and Written Assessment

Task Description
The purpose of both parts of this final assessment is to present the results of the project (originally described on the Project Plan) and to reflect on the process to achieve those results.

Final Report Sections

Background
This section describes the phenomenon being explored in the project, the need for the exploration, the guiding questions and the type of scholarship being enacted

Project Results
An overview of the Project results. If a standalone document was proposed (literature review, curriculum renewal project plan, etc), it should be inserted here with some simple explanatory text to introduce it. . Document any interesting informal or unusual occurrences (coincidences, remarks from colleagues, etc.)

Project Reflection
This section must include reflection on the chosen mode of scholarship and its fit with the topic that was explored, and with the student's teaching and learning context, with the student's personality and interests. This section will also include reflection on the quality of the project, including its strengths and weaknesses.

Conclusion
This section summarizes the report and describes next possible steps along the lines of the project itself.
Please include Turnitin Report with submission.

Presentation Sections
Students must give a 10 minute presentation on their project, with an additional 3-5 minutes for questions and discussion. One online session will be scheduled during Review/Exam week for these presentations. Students unable to present at this scheduled time must arrange for a online session with the instructor during Review/Exam week to deliver their presentations.

Background
This section describes the phenomenon being explored in the project, the need for the exploration, and the type of scholarship being enacted.

Project Results
An overview of the Project results.

Project Reflection
This section must include reflection on the chosen mode of scholarship and its fit with the topic that was explored, with the student's teaching and learning context, and with the student's personality and interests. This section will also include reflection on the potential opportunities for impact as well as reflection on the overall quality of the project, including its strengths and weaknesses.

Assessment Due Date
Review/Exam Week Thursday (15 Feb 2018) 12:00 am AEST
Final Report submitted through Moodle. Please include Turnitin Report with submission.

Return Date to Students
Exam Week Friday (16 Feb 2018)
Response to Final Report via comments on submitted Word document.

Weighting
Pass/Fail

Minimum mark or grade
Pass

Assessment Criteria
1. **Writing Quality**. Writing style in the final report must be of professional quality and free of grammatical and spelling errors.
 Presentation Quality. For the presentation, clarity of information and quality of response to the presentation sections will be assessed.
2. **Quality of arguments.** This section must contain arguments for the validity of the results. These arguments must include clear-cut claims, supporting evidence, and statements (grounds) explaining how the evidence supports the claims.
3. **Relevance to Scholarship**. The proposed project must relate to the concepts around scholarship presented in the first two weeks of the unit.

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
Submitted through Moodle

Learning Outcomes Assessed

- Investigate your own teaching practice in light of current research findings
- Document proposed changes to teaching practice in ways that are concrete and persuasive.

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