OLTC20005 *Adult Learning in Practice*
Term 1 - 2018

All details in this unit profile for OLTC20005 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.

Corrections

Unit Profile Correction added on 23-02-18

Correction for Scheduled Topics: Week 1: Being a student in the digital age (introduction to CQUni systems and services) Week 2: Understanding the Student Cohort Week 3: Learning Theories Week 4: Learning Styles Week 5: Experiences - Learners/Teachers Vacation Week Week 6: Changing Environments Week 7: Scholarship/Reflection Week 8: Teaching Styles Week 9: Teaching Philosophies Week 10: Technology and e-Learning Week 11: Assessment Preparation (Assessment One due 25 May 2018) Week 12: Assessment Preparation (Assessment Two due 1 June 2018) Correction for Schedule - Events and Submissions Week 11: Please note correct entry is: Teaching Philosophy and Teaching Presentation Due: Week 11 Friday (25 May 2018) 11:45pm AEST. Please disregard reference to Week 11 Friday (2 Feb 2018) 11:45pm AEST. Week 12: Please note correct entry is: Portfolio Due: Week 12 Friday (1 Jun 2018) 10:45pm AEST. Please disregard reference to Week 12 Friday (9 Feb 2018) 11:45pm AEST.

General Information

Overview
Adult learning theories inform a wide range of contexts in which humans learn. Adult Learning in Practice addresses approaches to adult learning in formal and informal settings. In this unit you will examine how theories are used to inform and develop your teaching practice. You will explore a variety of teaching methods and learning theories across a number of learning environments. You will apply reflective practice and scholarship to develop your teaching philosophy and inform your teaching practice. You will develop the knowledge and skills to adapt your teaching to meet the needs of a variety of cohorts in various environments.

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 1 - 2018

- 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. **Reflective Practice Assignment**
Weighting: Pass/Fail
2. **Portfolio**
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 Evaluations

Feedback

Students liked the regular Zoom sessions and appreciated that the sessions were recorded.

Recommendation

Continue to have regular Zoom sessions and make the recording available for students to refer too.

Feedback from Student Evaluations

Feedback

A document which listed all the activities that are required to be recorded in the Journal was requested

Recommendation

A one page document listing the activities has been supplied for inclusion in the Moodle Site.

Feedback from Student Evaluations

Feedback

Students valued the opportunity to reflect on their own teaching practices.

Recommendation

The teaching team will monitor to ensure this opportunity continues to be available for students.

Unit Learning Outcomes

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

1. Adapt teaching practices to suit changing environments, contexts and cohorts
2. Evaluate learning theories and integrate into teaching practice
3. Reflect on evidence of teaching quality to affect improvements
4. Engage in scholarly learning and teaching practice
5. Examine the impact that learning environments have on teaching practices.

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	5
1 - Reflective Practice Assignment - 0%	●	●			●
2 - Portfolio - 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 - Reflective Practice Assignment - 0%	○		○		○	○	○	
2 - Portfolio - 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)
- A headset and microphone for participation in online sessions
- A webcam for participation in online sessions

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

Joanne Dargusch Unit Coordinator
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Schedule

Week 1 - INTRODUCTION - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction	Refer to the unit Moodle site for materials related to this topic.	

Week 2 - BEING A STUDENT IN THE DIGITAL AGE - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Being a student in the digital age	Refer to the unit Moodle site for materials related to this topic.	

Week 3 - UNDERSTANDING THE STUDENT COHORT (LEARNER CHARACTERISTICS AND ABILITIES) - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the student cohort (Learner characteristics and abilities)	Refer to the unit Moodle site for materials related to this topic.	

Week 4 - EXPERIENCE - LEARNERS/TEACHERS - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Experience - Learners/Teachers	Refer to the unit Moodle site for materials related to this topic.	

Week 5 - CHANGING ENVIRONMENTS - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

| Changing environments | Refer to the unit Moodle site for materials related to this topic. | |

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy a well earned break or use this week to catch up.		

Week 6 - LEARNING STYLES - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning styles	Refer to the unit Moodle site for materials related to this topic.	

Week 7 - LEARNING THEORIES - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning theories	Refer to the unit Moodle site for materials related to this topic.	

Week 8 - SCHOLARSHIP/REFLECTION - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Scholarship/reflection	Refer to the unit Moodle site for materials related to this topic.	

Week 9 - TEACHING PHILOSOPHIES - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Teaching philosophies	Refer to the unit Moodle site for materials related to this topic.	

Week 10 - TECHNOLOGY - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Technology	Refer to the unit Moodle site for materials related to this topic.	

Week 11 - E-LEARNING - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
eLearning	Refer to the unit Moodle site for materials related to this topic.	Week 11 Friday (2 Feb 2018) 11:45 pm AEST **Teaching Philosophy and teaching presentation** Due: Week 11 Friday (25 May 2018) 11:45 pm AEST

Week 12 - ASSESSMENT PREPARATION - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment preparation	Refer to the unit Moodle site for materials related to this topic.	Week 12 Friday (9 Feb 2018) 11:45 pm AEST **Portfolio** Due: Week 12 Friday (1 June 2018) 10:45 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Teaching Philosophy and teaching presentation

Assessment Type
Reflective Practice Assignment

Task Description
Phase 1
For the first phase of this assessment task you are to **prepare a one page teaching philosophy**.
The purpose of a teaching philosophy is to **share your teaching values, beliefs and goals with a broader audience**. Your teaching philosophy will provide a **set of criteria** for others to judge the quality of your teaching. 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 supported by evidence.**
Your teaching philosophy will:
• be no more than one A4 page long. The reference list (only) can be placed on a second page.
• use a font type and size that makes the text easy to read. For example 11 or 12 point and a font of Ariel, Calibri or similar.
• be written to an academic standard (well written with correct spelling and grammar, and referencing conventions).
• display evidence of your examination of your personal and professional growth as an educator and improvements (or planned improvements) in your teaching practice.
Phase 2
The second phase of this assessment task is to **produce a 7 minute engaging teaching video**.
In the video, using Sweller's cognitive load theory, you are to **teach a single concept from your discipline**. You will need to succinctly explain this concept to a novice. The link between your teaching philosophy and your teaching should be clearly evident.
Your video will be:
• no more than 7 minutes long.
• produced in MP4 format or a YouTube link.
• no larger than 100MB in size (if not a YouTube link).
• Innovative, creative and persuasive - considering the audience and tailoring to their needs.
• Display clarity of purpose and be cohesive in expression.
• Your video should reflect your teaching philosophy.
All assessment items will be made available to all members of your class.

Assessment Due Date
Week 11 Friday (25 May 2018) 11:45 pm AEST

Return Date to Students
Week 12 Friday (1 June 2018)

Weighting
Pass/Fail

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.
Integration - roles and responsibilities as an educator in the tertiary education context are discussed and aligned with consideration of personal dispositions, learning theories and scholarly literature. Views, beliefs and theoretical foundations of student learning and teaching practice are discussed. The context is considered. There is a clear link between the teaching philosophy and the presentation.
Reflection - critical reflection is evidenced. A variety of measures have been used to evaluate performance. Development of personal and professional growth and improvements in teaching practices are examined.
Communication and presentation - all work is of an academic standard (well written with correct spelling and grammar, and referencing conventions). Presentation is persuasive and compelling and takes account of diverse audience needs. Clarity of purpose and coherence of expression (vocalisation, spelling, grammar, syntax); appropriate oral and written conventions used.

Innovation - creativity in response to pedagogical solution to the topic. Considers the audience and tailors presentation to meet their needs.

Technological implementation - clearly communicated ideas that enabled a well-executed presentation. Competency in the technology that supports the presentation and topic.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Adapt teaching practices to suit changing environments, contexts and cohorts
- Evaluate learning theories and integrate into teaching practice
- Examine the impact that learning environments have on teaching practices.

Graduate Attributes

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

2 Portfolio

Assessment Type
Portfolio

Task Description
This assessment requires you to **submit a teaching portfolio**. Collecting and maintaining evidence is an important part of your continual development as a practitioner. This evidence will form the basis of applications such as awards and promotions.
This assessment will be developed through activities provided throughout the unit. Further information relating to this assessment will be made available on the unit Moodle site.

Assessment Due Date
Week 12 Friday (1 June 2018) 10:45 pm AEST

Return Date to Students
Exam Week Monday (11 June 2018)
Allow approximately two weeks after the due date for the return of this assessment.

Weighting
Pass/Fail

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.
Scholarship – critical analysis of data to support you teaching.
Communication and presentation – presentation is clearly organised. Clarity of purpose and coherence of expression is displayed.
Reflection – critical reflection is evidenced. Examines development of personal and professional growth and improvements in teaching practices.
Knowledge – demonstrates a knowledge of the supporting evidence.
Technological - uses systems to collect supporting data.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)
- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Reflect on evidence of teaching quality to affect improvements

- Engage in scholarly learning and teaching practice
- Examine the impact that learning environments have on teaching practices.

Graduate Attributes

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