



# OLTC20005 *Adult Learning in Practice*

## Term 2 - 2018

Profile information current as at 04/05/2024 02:02 am

All details in this unit profile for OLTC20005 have been officially approved by CQUiversity 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

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 2 - 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 evaluation

##### **Feedback**

Inconsistent labelling of moodle readings and resources

##### **Recommendation**

Moodle reading labels will be labelled more systematically.

## 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



### 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.**

#### Additional Textbook Information

N/A

### IT Resources

**You will need access to the following IT resources:**

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

## Referencing Style

No referencing style set.

## Teaching Contacts

**Renette Viljoen** Unit Coordinator  
[r.viljoen@cqu.edu.au](mailto:r.viljoen@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Being a student in a digital age.	Study Guide pages 2-9.	

### Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the student cohort.	Study Guide pages 10-16.	

### Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Theories.	Study Guide pages 17-24.	

### Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Styles.	Study Guide pages 25-31.	

### Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Experience - Learners/Teachers.	Study Guide pages 32-34.	

### Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

### Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Changing Environments.	Study Guide pages 35-37.	

Week 7 - 27 Aug 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Scholarship and Reflection.	Study Guide pages 38-40.	
Week 8 - 03 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching Styles.	Study Guide pages 41-44.	
Week 9 - 10 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching Philosophies.	Study Guide pages 45-48.	
Week 10 - 17 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Technology and e-Learning.	Study Guide pages 49-54.	
Week 11 - 24 Sep 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment One - Teaching Philosophy and Teaching Presentation DUE 28/09/18 12pm AEST.
		<b>Assessment One: Teaching Philosophy and Teaching Presentation</b> Due: Week 11 Friday (28 Sept 2018) 12:00 pm AEST
Week 12 - 01 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Two - Teaching Portfolio. DUE 05/10/18 12pm AEST.
		<b>Assessment Two: Portfolio</b> Due: Week 12 Friday (5 Oct 2018) 12:00 pm AEST
Review/Exam Week - 08 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Oct 2018		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Assessment One: Teaching Philosophy and Teaching Presentation

#### Assessment Type

Reflective Practice Assignment

#### Task Description

For the first part of this assessment 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 Arial, Calibri

or similar.

- be written to an academic standard (well written with correct spelling and grammar, and referenced).
- display evidence of your examination of your personal and professional growth as an educator and improvements (or planned improvements) in your teaching practice.

The second part of this assessment is to create 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. This video will be peer reviewed according to the assessment criteria (rubric) provided in Moodle. The link between your teaching philosophy and your teaching should be clearly evident.

Your video will be:

- No more than 7 minutes long.
- MP4 format or a YouTube link.
- No larger than 100MB in size or 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 you teaching philosophy.

### **Assessment Due Date**

Week 11 Friday (28 Sept 2018) 12:00 pm AEST

### **Return Date to Students**

### **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 your teaching philosophy and your presentation.
- Reflection – Critical reflection is evident. Demonstrate a variety of measures have been used to evaluate performance. Examines development of personal and professional growth and improvements in teaching practices.
- Communication and presentation – All work is of an academic standard (well written with correct spelling and grammar and referenced). 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 your presentation and topic.

### **Submission**

Online

### **Submission Instructions**

When you upload an mp4 file, you might get a warning message:- You must upload a supported file type for this assignment. Accepted file types are; .doc, .docx, .ppt, .pptx, .pps, .ppsx, .pdf, .txt, .htm, .html, .hwp, .odt, .wpd, .ps and .rtf This is a standard message and should not prevent your file from being submitted.

### **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 Assessment Two: 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.

### Assessment Due Date

Week 12 Friday (5 Oct 2018) 12:00 pm AEST

### Return Date to Students

### 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 on self and peer evaluation and consideration of receiving and acting upon feedback is evidenced.
- Knowledge – Demonstrates a knowledge of the supporting evidence.
- Technological – Uses systems to collect supporting data.

### Submission

Online

### Submission Instructions

A Mahara portfolio is preferred. When you submit a portfolio, you will need to tick the check box to the left of the Mahara portfolio filename after uploading it, before submitting it (the check box is somewhat transparent and not easy to see).

### 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