



OLTC20005 *Adult Learning in Practice*

Term 3 - 2018

Profile information current as at 16/05/2024 02:05 pm

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.

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 3 - 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

 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 - 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)
- Mahara

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Renette Viljoen Unit Coordinator

r.viljoen@cqu.edu.au

Schedule

Week 1 - 05 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Being a student in a digital age.	Study Guide pages 1-8.	

Week 2 - 12 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding the student cohort.	Study Guide pages 9-15.	

Week 3 - 19 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Theories.	Study Guide pages 16-23.	

Week 4 - 26 Nov 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning Styles.	Study Guide pages 24-30.	

Vacation Week - 03 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
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- [Assessment One - Part A: Teaching Presentation
DUE Wednesday 5 December 2018, 11.45pm AEST
- Assessment One - Part B: Peer-Review
DUE Friday 7 December 2018, 11.45pm AEST

Assessment One: Teaching Presentation Due: Vacation Week Wednesday (5 Dec 2018) 11:45 pm AEST

Week 5 - 10 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Experience - Learners/Teachers.	Study Guide pages 31-32.	

Week 6 - 17 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Changing Environments.	Study Guide pages 33-35.	

Week 7 - 31 Dec 2018

Module/Topic	Chapter	Events and Submissions/Topic
Scholarship and Reflection.	Study Guide pages 36-38.	

Week 8 - 07 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Styles.	Study Guide pages 39-42.	

Week 9 - 14 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Teaching Philosophies.	Study Guide pages 43-46.	

Week 10 - 21 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic
Technology and e-Learning.	Study Guide pages 47-52.	

Week 11 - 28 Jan 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 12 - 04 Feb 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment Two: Portfolio Due: Week 12 Wednesday (6 Feb 2019) 11:45 pm AEST

Assessment Tasks

1 Assessment One: Teaching Presentation

Assessment Type

Reflective Practice Assignment

Task Description

The Teaching Presentation Assessment is design to give you the opportunity to (i) show us how you teach; (ii) self-assess how you teach; and (iii) get constructive feedback to improve your teaching where necessary to ensure you reach your students and contribute to their success.

There are 2 parts to this assessment:

For the **first** part of this assessment you need to create an **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, online.

Your video will be:

- 5-9 minutes long.
- MP4 format or a YouTube link.
- No larger than 100MB in size or a YouTube link.
- Innovative, creative and persuasive - considering a diverse audience and tailoring to their needs and learning styles.
- Display clarity of purpose and be cohesive in expression.

For the **second** part of this assessment, all assessment items will be made available to all members of the class. You will then be invited to select at least two of the available assessment items to **peer review** according to the assessment criteria provided.

The goal of feedback is to provide your peers with insight that helps them to improve their performance. Your feedback should be problem-focused, specific and sincere.

Assessment Due Date

Vacation Week Wednesday (5 Dec 2018) 11:45 pm AEST

This is for PART A of Assessment One. Part B will be due Friday 7 December via a discussion forum.

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

This assessment task is marked (and peer-reviewed) according to how well you have met the specified requirements, and in accordance with the assessment criteria outlined below:

- **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 throughout the duration of the presentation;
- **AUDIENCE** - Presentation takes account of diverse audience needs;
- **TECHNOLOGY** - Competency in the technology that supports the presentation and topic.

Referencing Style

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

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

The Teaching Portfolio Assessment is design to give you the opportunity to collect and maintain evidence as part of your continual development as a practitioner. The assessment will be developed through activities provided throughout the unit.

Your teaching portfolio will be:

- Submitted as a Mahara portfolio, Word document or PDF.
- Structured according to tasks.
- No more than one page per task (some may be shorter).
- Clear legible font, academic writing and referencing.
- Display clarity of purpose and be cohesive in expression.

Assessment Due Date

Week 12 Wednesday (6 Feb 2019) 11:45 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.

Referencing Style

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

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