



OLTC20005 *Adult Learning in Practice*

Term 2 - 2019

Profile information current as at 19/04/2024 11:48 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 - 2019

- Online

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 Self-reflection, staff and student feedback

Feedback

Uncertainty around purpose of peer feedback

Recommendation

Students will be encouraged to reflect on their teaching and learning practice and value peer feedback.

Feedback from Self-reflection, staff feedback

Feedback

Need to encourage greater engagement with materials for portfolio assessment

Recommendation

Students will be encouraged to follow the schedule of weekly tasks in order to facilitate timely submission of the portfolio assessment.

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.

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

Julie Fleming Unit Coordinator
j.fleming@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

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

Week 2 - 22 Jul 2019

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

Week 3 - 29 Jul 2019

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

Week 4 - 05 Aug 2019

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

Week 5 - 12 Aug 2019

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

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Teaching Styles. Study Guide pages 33-36.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Scholarship and Reflection.	Study Guide pages 37-39.	Assessment One: Teaching Presentation Due: Week 7 Friday (6 Sept 2019) 4:45 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Changing Environments.	Study Guide pages 40-42.	

Week 9 - 16 Sep 2019

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

Week 10 - 23 Sep 2019

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

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review.		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review.		Assessment Two: Teaching Portfolio Due: Week 12 Wednesday (9 Oct 2019) 4:45 pm AEST

Assessment Tasks

1 Assessment One: Teaching Presentation

Assessment Type

Reflective Practice Assignment

Task Description

The Teaching Presentation Assessment is designed 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 practice.

For this assessment task, 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, in an online recorded format.

Your video will be:

- A maximum of 5 minutes
- MP4 format or a YouTube link

Please refer to the Moodle site for more information and exemplars.

Assessment Due Date

Week 7 Friday (6 Sept 2019) 4:45 pm AEST

Return Date to Students

Week 9 Monday (16 Sept 2019)

Weighting

Pass/Fail

Minimum mark or grade

PASS

Assessment Criteria

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

LENGTH - No more than 5 minutes in length. You must be succinct.

COMMUNICATION - Easy to follow and coherent.

AUDIENCE - Takes account of diverse audience needs.

TEACHING STYLE - Motivating, eye contact and on task.

TECHNOLOGY - 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

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: Teaching Portfolio

Assessment Type

Portfolio

Task Description

The Teaching Portfolio Assessment is designed to give you the opportunity to collect and maintain evidence as part of your continual development as an educator. The assessment task will be developed through activities provided throughout the unit. These activities are numbered from 1 through to 21 within your Learning Guide (available from Moodle). You should not leave this task to the last minute. Your teaching portfolio can be developed on a number of platforms. Be as creative as you like. For example:

- Mahara
- Word
- Powerpoint
- Website

Please refer to the Moodle site for more information and exemplars.

Assessment Due Date

Week 12 Wednesday (9 Oct 2019) 4:45 pm AEST

Return Date to Students

Review/Exam Week Monday (14 Oct 2019)

Weighting

Pass/Fail

Minimum mark or grade

PASS

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 - Integrates with literature and considers roles and responsibilities as an educator.

ENGAGEMENT - Actively engages in the activities presented.

TECHNOLOGY - Competency in the technology.

COMMUNICATION - Clarity of purpose and coherent presentation.

REFLECTION - Critical reflection on own learning, teaching philosophy and professional development.

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