



OLTC20005 *Adult Learning in Practice*

Term 3 - 2019

Profile information current as at 07/05/2024 06:00 am

All details in this unit profile for OLTC20005 have been officially approved by CQU University 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 - 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 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Two topics:
- Being a student
- Understanding the student cohort

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Two topics:
- Learning theories
- Learning styles

Teaching video and personal evaluation Due: Week 2 Friday (22 Nov 2019) 1:00 pm AEST

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Two topics:
- Experience learners/teachers
- Teaching styles

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Two topics:
- Scholarship and reflection
- Changing environments

WEEK 5 - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Two topics:
- Teaching philosophies
- Technology and e-learning

Week 6 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Review and finalise assessment

Teaching portfolio Due: Week 5 Wednesday (18 Dec 2019) 9:00 am AEST

Term Specific Information

For this term, Term 3 2019, the unit will be offered in a condensed format, over six weeks. This means there is a fair bit of work to get through, so no time for putting things off. The benefit is that you can have a nice Christmas break once this unit is completed. If you have a large teaching load, perhaps drop the unit and pick it up in another term. Please talk to your Unit Coordinator if you have any concerns.

Assessment Tasks

1 Teaching video and personal evaluation

Assessment Type

Reflective Practice Assignment

Task Description

The Teaching Presentation Assessment is designed to give you the opportunity to (i) show me 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, you are asked

to teach a single concept from your discipline. You will need to succinctly explain this concept to a novice (me, your Unit Coordinator), in an online recorded format of your choice. Your teaching video should have a start, middle and an end. This is a simulated teaching experience, compacted into 5 minutes. I want to see as many of your teaching techniques as possible.

Your video should be an MP4 format or a YouTube link.

After you have developed your teaching video, I'd like you to use the criteria sheet for Assessment Task 1, to review your video, using the specific criteria. Be honest with your evaluation. You should submit this along with your teaching video to the Moodle site for my review and feedback.

Please refer to the Moodle site for a range of resources to assist in your development of your teaching video, the criteria sheet and an exemplar.

Assessment Due Date

Week 2 Friday (22 Nov 2019) 1:00 pm AEST

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.

Return Date to Students

Week 3 Friday (29 Nov 2019)

Graded criteria sheets containing your feedback will be submitted into Moodle for your review.

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 - Presentation was planned and produced well, which meant the end published product was in the limits of 5 minutes.
- COMMUNICATION - Clarity of purpose and coherence of expression (vocalisation, spelling, grammar, syntax); appropriate oral and written conventions used. Learning outcome was achieved.
- AUDIENCE - Takes account of diverse audience needs by using a blend of learning styles, culturally inclusive language and mixed media elements. If necessary, noted the intended audience.
- TEACHING STYLE - Persuasive and compelling through the use of eye contact, and a range of teaching techniques that kept the audience on task.
- TECHNOLOGY - Awareness and competence of the technology was used. Innovation resulting in a well-executed presentation.

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 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). There are a number of other activities that are not compulsory for this task. **Only complete the numbered activities that are in red.** You should not leave this task to the last minute. 21 individual tasks does take a little bit of time and effort from you. With this condensed unit, I'd suggest at least 4 activities per week will enable you to submit in Week 6. Your teaching portfolio can be developed on a number of platforms. Be as creative as you like. For example:

- Mahara
- SPARK (This is not supported by CQUniversity, meaning you can't call laTD for help. However, it is relatively simple to use and creates a great look. See exemplar)
- Word
- Powerpoint
- Website (for example WordPress)

Please push yourself in terms of trying a technology that you haven't used previously. It will help your teaching practice.

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

Assessment Due Date

Week 5 Wednesday (18 Dec 2019) 9:00 am AEST

Return Date to Students

Week 6 Tuesday (24 Dec 2019)

Graded criteria sheets containing your feedback will be submitted into Moodle for your review.

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 - Critical analysis of the activities, understanding appropriate pedagogical solutions. Examination and interpretation of resources (e.g. research, policies); dissemination of evaluative and creative ideas related to the discipline and/or the discipline of learning and teaching.
- ENGAGEMENT - Actively engages in the activities presented with a mature understanding of self as an educator.
- TECHNOLOGY - Awareness and competence of the technology used. Innovation resulting in a well-executed portfolio aligning with contemporary educational practice.
- COMMUNICATION - Easy to read, follow and understand. Spelling, grammar and syntax are appropriate portfolio conventions. Multimedia applied.
- REFLECTION - Critical reflection on self and educational practice. Discussion on continuous

improvement and personal and professional development. Teaching philosophy aligns with evidence.

Referencing Style

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

Submission

Online

Submission Instructions

If you are submitting a url, please add this to the criteria sheet and submit this document. Make sure you have provided me with access. Otherwise, just submit your document (word or powerpoint).

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