



OLTC20005 Adult Learning in Practice

Term 1 - 2024

Profile information current as at 15/05/2024 04:36 am

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, for example in the workplace or tertiary education. In this unit you will examine both historical and emerging educational theory that will inform your educational practice. You will cultivate your awareness of a range of culturally sensitive issues, including First Nations knowledges. You will identify and interpret data so that you can make evidence-based decisions on your practice. With an emphasis on contemporary practice, you will critique trends in educational technology, such as artificial intelligence. Through a reflection for learning lense, you will foster a teaching philosophy that can guide your future as an educator.

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 - 2024

- 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 Students

Feedback

Some material outdated.

Recommendation

Unit material has been updated to reflect contemporary practice.

Unit Learning Outcomes

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

1. Cultivate awareness of respect, inclusivity and First Nations knowledges in your context
2. Examine your disposition towards historical and emerging educational theory
3. Identify and interpret a range of data sources that inform evidence-based practice
4. Critique trends and issues related to educational technology
5. Critically reflect on experiences in relation to your current learning and teaching practice
6. Foster a teaching philosophy informed by your key learnings.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Reflective Practice Assignment - 0%	•					•
2 - Portfolio - 0%	•	•	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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	◦				◦	

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:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Adult learning and the tertiary sector	Refer to activities within each Topic.	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Understanding the student cohort	Refer to activities within each Topic.	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Classical perspectives on learning theory	Refer to activities within each Topic.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Contemporary educational theory	Refer to activities within each Topic.	Teaching video and personal evaluation Due: Week 4 Thursday (28 Mar 2024) 4:45 pm AEST

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Learning styles	Refer to activities within each Topic.	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Learning and teaching experiences	Refer to activities within each Topic.	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Data that informs practice	Refer to activities within each Topic.	

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Trends in educational technology	Refer to activities within each Topic.	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Teaching philosophy	Refer to activities within each Topic.	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: The professional educator	Refer to activities within each Topic.	Teaching portfolio Due: Week 10 Friday (17 May 2024) 4:45 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Teaching video and personal evaluation

Assessment Type

Reflective Practice Assignment

Task Description

This teaching lesson task is designed to give you the opportunity to: (i) demonstrate how you teach; (ii) self-assess how you teach; and, (iii) get constructive feedback to improve your teaching practice.

For this assessment task, you will create an engaging teaching video. In the video you will teach a single concept from your discipline or knowledge area. This will involve succinctly explaining this concept to your intended audience. The teaching video should include an introduction, body and conclusion, and a demonstration of as many of your teaching techniques as possible. Do not record an actual teaching session with students. This is a simulated teaching experience, compacted into 5 minutes. Your video should be an MP4 format. To make this video reusable, try to make it as authentic as possible so that you can use it within your teaching.

After you have developed your teaching video, use the criteria sheet for Assessment 1 to review your video, using the specific criteria. Be honest with your evaluation. You should submit this criteria sheet along with your teaching video to the Moodle site for 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 examples.

This task is not as onerous as you may think. Develop a plan (perhaps PowerPoint), record (through a number of technologies available to you), keep it within 5 minutes, then upload. Don't spend a lot of time thinking about it, just do it! I understand that 5 minutes is not a lot of time, but it is just one concept. Keep it to the point. Do look at the examples for an idea.

Assessment Due Date

Week 4 Thursday (28 Mar 2024) 4:45 pm AEST

Upload the completed criteria sheet as well as your MP4 video.

Return Date to Students

Week 5 Friday (5 Apr 2024)

Your feedback will be available in the Moodle site.

Weighting

Pass/Fail

Minimum mark or grade

You must receive a Pass for both assessment tasks to successfully complete this unit

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 - Lesson 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; appropriate oral and written conventions used. Learning outcome was stated and achieved. Used evidence to support practice. Critically reflected on learning and teaching practice within the video.

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 used. Innovation resulting in a well-executed presentation. Critiqued own educational technological practice.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

If you have any problems with uploading your mp4, please contact the Unit Coordinator.

Learning Outcomes Assessed

- Cultivate awareness of respect, inclusivity and First Nations knowledges in your context
- Foster a teaching philosophy informed by your key learnings.

2 Teaching portfolio

Assessment Type

Portfolio

Task Description

The Teaching portfolio 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 numbered from 1 through to 20 within each topic Learning Book (available from Moodle). For your portfolio, you only need to respond to the **numbered activities that are in green**. The other activities **in blue** will underpin your knowledge, enabling you to better respond to each activity. They are still part of your learning.

You should not leave this task to the last minute. 20 individual tasks does take a little bit of time and effort from you. Your teaching portfolio can be developed on a number of platforms. Be as creative as you like. For example:

- Adobe Creative Cloud Express (This is not supported by CQUniversity, meaning you can't call IaTD for help. However, it is relatively simple to use and creates a great look. See example)
- Powerpoint
- Website (for example WordPress, or Weebly)
- Word

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 examples. There is no word limit for this task.

Assessment Due Date

Week 10 Friday (17 May 2024) 4:45 pm AEST

Upload your portfolio into the Moodle site if it is a word document. If it is an e-portfolio, please upload the criteria sheet with the link. Make sure you provide access.

Return Date to Students

Week 12 Friday (31 May 2024)

Feedback will be provided via the criteria sheet.

Weighting

Pass/Fail

Minimum mark or grade

You must receive a Pass for both assessment tasks to successfully complete this unit

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; shows cultural respect and understanding of First Nations knowledges; informed by evidence-based practice.

ENGAGEMENT - Actively engages in the activities presented with a mature understanding of self as an educator; has examined disposition towards underpinning theory.

TECHNOLOGY - Awareness and competence of the technology used; innovation resulting in a well-executed portfolio aligning with contemporary educational practice; can critique trends in educational technology.

COMMUNICATION - Easy to read, follow and understand; spelling and grammar are appropriate portfolio conventions; is inclusive and respectful of students.

REFLECTION - Critical reflection on self and educational practice; discusses continuous improvement; fostered a draft teaching philosophy that is aligned with evidence.

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

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

- Cultivate awareness of respect, inclusivity and First Nations knowledges in your context
- Examine your disposition towards historical and emerging educational theory
- Identify and interpret a range of data sources that inform evidence-based practice
- Critique trends and issues related to educational technology
- Critically reflect on experiences in relation to your current learning and teaching practice
- Foster a teaching philosophy informed by your key learnings.

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