



# OLTC20007 Teaching Practice, Scholarship and Reflection in Vocational Education

## Term 3 - 2020

Profile information current as at 18/04/2024 07:22 pm

All details in this unit profile for OLTC20007 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

In this unit you will engage in the scholarship of learning and teaching in relation to your own teaching practice. You will be provided with opportunities for immersion in professional practice during a mentored practicum in the Vocational Education and Training (VET) sector that involves a cycle of mentoring and feedback to develop and improve teaching practices. You will take a scholarly approach to inform planning and teaching, as well as critical reflection and evaluation of your teaching practices. The unit requires you to link your teaching practice to the relevant curriculum framework and the need to understand your student cohort. In addition, the unit further develops your ability to work independently, be positively self-critical, actively reflect on current teaching practice in a scholarly manner, and encourages a constructivist approach to problem-solving skills.

### 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

Prerequisites: OLTC20001, OLTC20002, OLTC20005

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 - 2020

- Mixed Mode

### 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. **Portfolio**

Weighting: 50%

#### 2. **Professional Practice Placement**

Weighting: 50%

### 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 SUTE

##### **Feedback**

Ensure that templates and resources are easily located.

##### **Recommendation**

Review and improve the organisation of the Moodle site to ensure materials are easily located.

## Unit Learning Outcomes

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

1. Create and manage a supportive learning environment using well-planned teaching sequences, effective teaching strategies and resources to promote student engagement and learning
2. Critically reflect on teaching practice and information about students to create and implement inclusive learning experiences
3. Seek and apply constructive feedback to improve professional practice and student learning outcomes
4. Use defined criteria to monitor professional learning and improve practice in response to feedback, self-evaluation and critical reflection.



## 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](mailto:j.fleming@cqu.edu.au)

## Schedule

### Module 1 - What does good teaching look like in an adult setting? - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Teaching in an adult setting - recapping	N/A	

### Module 2 - scholarship and planning your action research focus - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Scholarship and Action Research	N/A	

### Module 3 - Reflective practice: gathering data about your own practices - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Using data for reflection Support resources	N/A	<b>Formative component of Assessment Task 1</b> due by end of week 3 (at latest)

### Module 4 - writing the scholarship and practice report - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Writing the final report	N/A	

### Week 11 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Teaching and reflection e-Portfolio</b> Due: Week 11 Friday (5 Feb 2021) 11:45 pm AEST

### Week 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic

### Exam Week - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Teaching and reflection e-Portfolio

#### Assessment Type

Portfolio

#### Task Description

Assessment Task 1 - Formative and Summative tasks

#### Formative component - identifying your action research focus

The purpose of the formative task is to enable you to begin your planning for your action research focus, to identify the research question that you are interested in exploring and to receive some feedback early in the unit (due by the end of week 3 at the latest).

#### The steps for this task include the following:

1. Analyse a relevant case study on the Moodle site (e.g., areas of student diversity, teaching for engagement, assessment for learning)
2. Identify a particular class/cohort/unit you will be teaching in this term that will become the focus for your review of your teaching and learning practices
3. Identify an action research focus area (e.g., student diversity, teaching for engagement, assessment for learning, or

something you negotiate with your mentor/lecturer)

4. Develop a research question that will guide your investigation into your practice

5. Identify a list of key readings that will help you answer this question

This work will be emailed to the lecturer and unit coordinator by the end of week 3 (at the latest).

This task refers to: Action Research Cycle Stages: 1. identify an action research need in your practice; 2. clarify existing theories; 3. identify a research question

### **Summative component - collecting data in an e-Portfolio**

You will collect **relevant planning, feedback and reflection artefacts** from across the term and present them in an e-Portfolio.

Your e-portfolio will include the following:

- annotated lesson plans (for approximately 5-7 lessons);
- feedback reports from your mentor;
- observations of mentor teachers' (or alternative) classes;
- mentor's observations of your teaching;
- 2 reflections (one from mid-way through the process; one at the end)
- Interim report (tick-sheet completed by mentor)
- Record of teaching/planning hours

This task refers to: Action Research Cycle Stages: 4. define action steps; 5. collect and analyse data; 6. interpret the results and make decisions about changes

### **Assessment Due Date**

Week 11 Friday (5 Feb 2021) 11:45 pm AEST

### **Return Date to Students**

Exam Week Friday (19 Feb 2021)

Written feedback will be returned through Moodle

### **Weighting**

50%

### **Minimum mark or grade**

Pass. Both assessment tasks must be passed in order to pass the unit overall.

### **Assessment Criteria**

Use scholarship to plan effective teaching sequences, teaching strategies and resources to promote student engagement and learning

Seek and apply constructive feedback to improve professional practice and student learning outcomes

Critically reflect on enacted teaching to create, develop and further improve inclusive learning experiences

Use action research to identify and enact professional learning and improved practice

Use scholarly written conventions in the presentation of an e-Portfolio

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

The URL for the e-Portfolio will be uploaded on Moodle

### **Learning Outcomes Assessed**

- Create and manage a supportive learning environment using well-planned teaching sequences, effective teaching strategies and resources to promote student engagement and learning
- Critically reflect on teaching practice and information about students to create and implement inclusive learning experiences
- Seek and apply constructive feedback to improve professional practice and student learning outcomes
- Use defined criteria to monitor professional learning and improve practice in response to feedback, self-

evaluation and critical reflection.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## **2 Reporting on professional practice and scholarship**

### **Assessment Type**

Professional Practice Placement

### **Task Description**

Using the data gathered in your e-Portfolio, you will present a **written report** on the action research you have conducted (1500-2000 words). The report will have the following sections:

1. A brief description of the context (unit/face-to-face or on-line/characteristics of student population) (approx 100-200 words )
2. A statement of your research focus and question and the reasons why this is the focus. What did you find out from the literature about this area? (approx 400-500 words)
3. A statement of the methods you used to collect data (items from your e-Portfolio) and how these methods contributed to your investigation. (approx 250-350 words)
4. What are the research findings? This will be the main focus of your report - you will reflect upon your practice through looking at your data. (approx 500-700 words)
5. Was the research question answered? What are the implications for your future practice? (approx 200-400 words)

This task refers to: Action research cycle stages: 7. reporting results; 8. returning to the research question and identifying future action

### **Assessment Due Date**

Reports will be uploaded through the Moodle site

### **Return Date to Students**

Marked reports will be returned prior to certification of grades

### **Weighting**

50%

### **Minimum mark or grade**

Pass. Both assessment tasks must be passed in order to pass the unit overall.

### **Assessment Criteria**

Employ scholarship and feedback to improve professional practice and student learning outcomes

Critically reflect on planned and enacted inclusive learning experiences

Use feedback, self-evaluation and critical reflection as evidence of improvement of practice

Report on professional learning using an action research framework

Use scholarly written conventions in the production of a research report

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

The research report is to be uploaded in Moodle.

### **Learning Outcomes Assessed**

- Create and manage a supportive learning environment using well-planned teaching sequences, effective teaching strategies and resources to promote student engagement and learning
- Critically reflect on teaching practice and information about students to create and implement inclusive learning



- experiences
- Seek and apply constructive feedback to improve professional practice and student learning outcomes
- Use defined criteria to monitor professional learning and improve practice in response to feedback, self-evaluation and critical reflection.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

## 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