


<p>What is this course about?</p>	<p>The primary aim of this unit is to enable participants to develop a conceptual framework for understanding tertiary teaching and learning that will enable them to become more expert facilitators of learning, and to reflect on teaching and learning more critically. The development of this framework will be informed by research in teaching and learning (both theory and practice) and enriched by investigating practices in a range of contexts and for a range of learning purposes. Participants will develop a teaching portfolio that will document and demonstrate their teaching philosophy, goals and approach. They will have experienced a range of teaching strategies within the course and reflected upon these experiences (e.g., peer teaching, small group techniques, problem based learning, computer assisted learning). Participants will also collect evidence through the unit activities and the portfolio development process that will be useful in documenting the quality of their teaching for probation, promotion and permanency.</p>																				
<p>What are the expected outcomes of the course?</p>	<p>Learning Outcomes</p> <p>On completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Develop and apply knowledge about learning theories, the premise on which they are based, and their implications for teaching practice and enhancing student learning; 2. Reflect critically and in a scholarly manner on their own practice as a tertiary teacher; 3. Identify, develop and articulate a shared understanding of core common terms and references relevant to tertiary education; 4. Describe the characteristics of your student cohort and variety of learning environs, and use this information to reflect on the implications for teaching these students in your context; 5. Articulate an informed philosophy of tertiary teaching and engage collaboratively in a professional community of practice; 6. Demonstrate a knowledge and understanding of key institutional policies and practices in relation to your role as a tertiary educator. 																				
<p>When is it offered?</p>	<p>2011 Term Three</p>																				
<p>Where is it offered?</p>	<p>Flexible Learning</p>																				
<p>How is it assessed?</p>	<p>Approved assessment for this course is:</p> <table border="0"> <tr> <td>Examination</td> <td>0%</td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td>100%</td> <td></td> <td></td> </tr> <tr> <td>Assessment 1</td> <td>30%</td> <td>Annotated Bibliography</td> <td>ALL</td> </tr> <tr> <td>Assessment 2</td> <td>20%</td> <td>Personal Philosophy</td> <td>ALL</td> </tr> <tr> <td>Assessment 3</td> <td>50%</td> <td>Folio</td> <td>ALL</td> </tr> </table>	Examination	0%			Other	100%			Assessment 1	30%	Annotated Bibliography	ALL	Assessment 2	20%	Personal Philosophy	ALL	Assessment 3	50%	Folio	ALL
Examination	0%																				
Other	100%																				
Assessment 1	30%	Annotated Bibliography	ALL																		
Assessment 2	20%	Personal Philosophy	ALL																		
Assessment 3	50%	Folio	ALL																		

What textbooks do I need to obtain?	There are no set textbooks for this course.
Who do I contact?	 <p>Coordinator: Scott Lawton Email: s.lawton@cqu.edu.au Phone: +61 7 4923 2769</p> <p>Additional contact details may be found at: http://lecturer.cqu.edu.au/lecturer.jsp?term=2113&course=EDED20484</p>

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Information for Students for this Offering

Study Schedule

Week	Begin Date	Module/Topic	Chapter	Events and submissions
Week 1	31 Oct 11	Introduction and Learning Theories		
Week 2	07 Nov 11	Continuation of week 1 topic		
Week 3	14 Nov 11	Continuation of week 1 topic		
Week 4	21 Nov 11	Principles,Policy and Practice. Use of 7 Principles of Good Practice		
Week 5	28 Nov 11	Continuation of week 4 topic		Assessment item 1 All Students Annotated Bibliography Due: 02 Dec 11
Week 6	12 Dec 11	The CQUniversity Students and Learning Experience		
Week 7	19 Dec 11	The Strategic Academic		
Week 8	02 Jan 12	Continuation of week 7 topic		
Week 9	09 Jan 12	Learning Analysis Development & Design		
Week 10	16 Jan 12	E-learning Technologies, Evaluating T&L, Networks and Partnerships		Assessment item 2 All Students Personal Philosophy Due: 16 Jan 12

Week 11	23 Jan 12	Continuation of Week 10 material
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Week 12	30 Jan 12	Continuation of Week 10 material
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Assessment Submission

Hard Copy (when required)

Off-campus students

- Submit hard copy, signed assignments to the Student Contact Centre, Building 5, CQUniversity, Rockhampton QLD 4702.
- Access CQUcentral to print a personalised Assessment Cover Sheet for each assignment submission. Instructions for generating your coversheet are at: <http://dtls.cqu.edu.au/FCWViewer/getFile.do?id=23407>

On-campus students

Submit hard-copy, signed assignments to Assignment Boxes located on your particular Campus - if none are available then submit to the Administration Office.

- Central Queensland Campus Students should access CQUcentral to print a personalised Assessment Cover Sheet for each assignment submission. Instructions for generating your coversheet are via the link above.
- Australian International Campus Students should access the personalised coversheet available at your Campus.

Electronic Delivery (when required)

All assignments submitted electronically must be through the Student Portal <http://my.cqu.edu.au>

As submission methods may vary from the above please check details on your course website or with your course coordinator if in doubt.

POLICIES AND PROCEDURES FOR ASSESSMENT

Students must familiarise themselves with the following policies and procedures:

Assessment and examination policy and procedures -

Assessment of Coursework Policy

Assessment of Coursework Principles

Assessment of Coursework Procedures

<http://policy.cqu.edu.au>

Assignment preparation and presentation Guide for Students -

Faculty of Arts, Business, Informatics & Education 2011 Guide for Students

<http://content.cqu.edu.au/FCWViewer/getFile.do?id=40465>

Assignment Presentation - <http://fbi.cqu.edu.au/FCWViewer/getFile.do?id=17724>

Referencing style

The Faculty of Arts, Business, Informatics & Education generally uses the Harvard (Author/date) style of referencing except for education, history and law courses. More information on the styles used by various schools can be found at <http://facultysite.cqu.edu.au/FCWViewer/view.do?page=3955>

For LAWS courses <http://www.lib.unimelb.edu.au/cite/law/index.html>

Applying for extensions - <http://content.cqu.edu.au/FCWViewer/view.do?site=534>

Assignment grading - Grades and Results Policy <http://policy.cqu.edu.au>

What is plagiarism? - <http://facultysite.cqu.edu.au/FCWViewer/view.do?page=3952>

General student information (CQUcentral & Moodle) - <http://content.cqu.edu.au/FCWViewer/view.do?page=11721>

Faculty Guide

OTHER IMPORTANT DATES

Examinations:

Standard Examinations: 6 - 10 February, 2012

Deferred/Supplementary Examinations: 2 - 5 April, 2012

Note: A recess is held during term. Please consult the CQU handbook for specific dates and other information at: <http://handbook.cqu.edu.au>

Contacting Teaching Staff

During the course, students should initially contact their local teaching staff to answer any queries related to the course that they may have. Contact details for local teaching staff can be found on the course website. If local teaching staff cannot fully answer the query or it is of a personal nature, students can contact the Course Coordinator.

Student Contact

A directory of assistance containing information for both on-campus and off-campus students will be provided on the web, before term starts, at: <http://content.cqu.edu.au/FCWViewer/view.do?site=534>

The university allocates every student **an individual email address**, the format of which is `firstname.lastname@cqumail.com` (e.g. `john.citizen@cqumail.com`). This is the official email address that the university will use for all email correspondence. Student emails can be accessed through <http://my.cqu.edu.au>. Students are expected to check their official email address on a frequent and consistent basis (at least once weekly). Students are encouraged to review the new Student Email Principles university policy relating to email communication at <http://policy.cqu.edu.au> which has been introduced to ensure all course and program updates are received.

Course information

Student use of **the course website** is mandatory. This is provided using the Learning Management System (LMS) which can be accessed through the My.CQU Student Portal: <http://my.cqu.edu.au>. This course uses **Moodle** LMS. If you have difficulty logging in, please contact Helpdesk on (07) 4930 9233.

Regular student access to **email** is required for this course.

Regular student access to the **Internet** is required for this course.

Students are expected to follow a self-directed study schedule which meets the required deadlines.

Assessment details for all students

Assessment item 1 — Annotated bibliography

Due date: 5pm, Friday, Week 5

ASSESSMENT

Weighting: 30%

Length: 2,000 Words

1

Objectives

This assessment item relates to the course learning outcomes 1 & 3 as stated on page 1.

More specifically, the objectives of the assignment are for students to:

- Demonstrate wide contemporary reading around course content;
- Identify and critically analyse literature relevant to the course content;
- Adopt course terminology into their own scholarly processes around learning and teaching;
- Produce an annotated bibliography of a high standard.

Details/ Assessment Criteria

Your annotated bibliography should contain between 10 and 15 annotations. It will also have an introduction like a pre-amble, synopsis or overview explaining the reason, methodology and/or purpose of the selections you have made. Literature chosen must be those that you would find useful as a resource, you are not analysing and stating why resources are not useful to the course context.

Annotations are typically 100 – 150 words, and your introduction should be approx 250 – 500 words. Assignment length is approx 2,000 words but ***must not exceed 2,500 words (excluding citation details)***.

The annotations should demonstrate your ability to perform contemporary reading around the content themes, theories or ideas related university teaching and learning. They should demonstrate relevance and contain a balance in time fragility of the literature selected. Many educational theories and writings are not contemporary (e.g. 1950's, 1930's even the 1800's) yet remain highly relevant. However, your annotations should focus on the more recent literature (less than 15 years – the more recent and relevant the better), yet some limited use of older literature is certainly acceptable. The key here is balance if older literature is used. If using older literature a 70/30 split of new to old would be a guide for the purposes of this bibliography. 100% of newer sources is also acceptable.

Annotations must not simply be a book review of just content, but should critically evaluate and analyse the literature and relate its relevance to the course content.

It would reasonably be expected that the literature discovered in this assignment would be of relevant influence to your further assignments in this course.

The wording of the requirements of this assignment is designed to allow you some flexibility in your choice of literature and presentation format. Please read the supplied “helpful links” below for annotated bibliography instructions.

Referencing and academic form and is important but you may choose your preferred referencing format e.g. Harvard, APA etc., one is not being prescribed. The requirement is that you are consistent and accurate in your chosen format. If you don't have a preference, use Harvard.

Referencing Link <http://clc.cqu.edu.au/FCWViewer/view.do?page=919>

Helpful links:

- <http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>
- <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what>
- http://www.lc.unsw.edu.au/onlib/annotated_bib.html

Submission:

Submit an electronic version of the assignment in .doc or .docx version via the appropriate link on your EDED 20484 Moodle course website.

Assessment criteria

Marking Guide for EDED20484 Assessment Item 1			
Assignment 1 Annotated Bibliography			
Criteria	Ye s	N o	Comments
Correct style and layout applicable to Annotated Bibliography with suitable word length			
Academic style and referencing consistent			
Pre-Ambles/ Synopsis demonstrates linkage to course content and critical analysis of topic			
Annotations have correct form and demonstrate critical analysis and overview of the chosen resource with relevance to course content			
Well edited writing style with correct spelling grammar. Overall high quality appropriate to post-graduate level.			
Your Result = Pass, Fail or Re-submit			
Comments:			

Assessment item 2 — Teaching philosophy

Due date: 5pm, Monday, Week 10

ASSESSMENT

Weighting: 20%

Length: 1,500 words

2

Objectives

This assessment item deals with the learning outcomes on specific needs of individuals, student diversity, engaging students, professional issues, scholarship and reflective practices.

This assessment item relates to the course learning outcomes 1, 2, 4 and 5 as stated on page 1.

Generic skills from this assessment task

- Monitor the environment, develop strategies, and capitalise on change;
- acquire, evaluate and integrate information effectively;
- solve problems and apply inductive and deductive reasoning;
- use information technology;
- apply discipline related theory to practice in both familiar and unfamiliar situations;
- communicate effectively.

Details/ Assessment Criteria

Write a scholarly reflection on your teaching philosophy that best describes it. Your philosophy should be justified and supported by theory and “best” practice.

“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.” **Parker J Palmer**

EXPANDED DISCUSSION OF TASK:

- Your philosophy of teaching statement (the ‘scholarly reflection’) should present your personal values and the needs of your students and your unit/school/division at your institution.
- Consider your past experiences as a learner and/or teacher.
- Consider what ‘worked’ or ‘did not work’ for your learning environments.
- Compare how your experiences reflect a wider body of knowledge on the topic (as demonstrated in the literature).
- Your reflection, whilst being an exploration of your individual philosophy should additionally demonstrate your understanding of the study of learning and teaching through an interweaving of your philosophy with literature.
- Find, discern, and evaluate those elements that reflect your teaching practice and how your learning journey, to this point in time, has assisted you to understand your teaching philosophy and appreciate different perspectives in teaching.
- As such, you will need to refer to sources of information (websites, journals, textbooks, etc) in your response.

APPROACH:

You can choose how you wish to present your reflection.

- Some people may choose to mind-map their thoughts (for the sake of the assessor, if you do this please also add a brief paragraph explaining the mind-map), some people may choose to
- Present this as a SWOT analysis ('Strengths, Weaknesses, Opportunities, Threats'), some may choose an essay and yet others may choose to make a mini self-documentary video.
- Keep in mind this is not meant to be an onerous task, but rather to get you thinking on your 'relationship' to the issues surrounding learning and teaching both broadly speaking and at CQU / your institution.
- You can choose to address this task in a manner most appropriate to your learning needs – be sure to consult with the lecturer if you are unsure.
- Whichever approach you take, ensure your philosophy is presented in a manner that others can read/view for comprehension and greater understanding.

Use Communication Tools (such as forum) on Moodle to develop and gain feedback on your thoughts where appropriate.

Communicate your thoughts in the forum about different ways of teaching, beliefs about teaching and how different philosophies of teaching in your discipline area are embraced and how affect students learning outcome.

Some Useful Resources:

Be aware that as you search for information on the web regarding teaching philosophies, they may also be called teaching statements, or simply be part of a teaching portfolio.

Carnegie Mellon – see the section in this document under “Reflective Statement”.

<http://www.cmu.edu/teaching/resources/DocumentingYourTeaching/TeachingPortfolios/TeachingPortfolios.pdf>

TA Mentors Teaching Philosophy Statements – The University of Georgia, Office of Instructional Support and Development. When you go to this site individual staff photos will display. Click on the hyperlink of their name this will take you either to their CV where you can find their philosophy or directly to it.

http://www.ctl.uga.edu/teach_asst/ta_mentors/philosophy/index.html

Frequently Asked Questions About The Philosophy Of Teaching Statement – The University of California

<http://oic.id.ucsb.edu/teaching-portfolios>

Submission:

Submit an electronic version of the assignment in .doc or .docx version via the appropriate link on your EDED 20484 Moodle course website.

Assignment Item 2 - Assessment Criteria

CRITERIA	Acceptable	Improvement needed	Comment / feedback
Topic is consistent with assignment theme			
Purpose is clear and focused			
Demonstrable links to literature relevant to the assignment theme and purpose			
Method consistent with purpose and academic genre of task			
Valid, logical meaningful illustration of teaching philosophy			
Demonstrates reflection and insight into teaching as well as your values as a teacher			
The conclusion is strong and consistent with the purpose			
Assignment complies with format and length limit			
Referencing is complete, accurate & consistent			
Assignment is well written, understandable and clear to the expected audience			
Result	<i>Pass, Fail or Resubmit will be indicated here.</i>		

Assessment item 3 — Folio

Due date: 5pm, Monday, Week 13

ASSESSMENT

Weighting: 50%

Length: 2,500 words

3

Objectives

This assessment item relates to the course learning outcomes 1, 2, 3, 4 and 6 as stated on page 1.

Additional objectives of the assignment are for students to:

- Apply theory in the development of a learning activity aligned with your teaching philosophy.
- Develop learning outcomes.
- Facilitate a learning session.
- Identify and utilise people and resources to enhance professional practice.
- Reflect upon professional skills.
- Develop and begin a quality improvement process.

Details/ Assessment Criteria

Details of the tasks and criteria for each assignment will be available on the course website.

This assignment contains two (2) parts –

- Part 1 requires the use of an electronic publishing site (generally a blog) and the weekly publishing of critical reflection(s) on weekly topics (5%).
- Part 2 requires the submission of 2,500 word Folio = 45%.

Part 1: 5%

Requires written critical reflection on a weekly basis in an electronic web based publishing medium (generally a blog), for the 12 week duration of the course. Your postings should demonstrate linkage to, and critical evaluation of course content for either that week and/or the course as a whole. You should expect that peers will be reading your posts. Specific instructions on how to set up your blog are available on the course web site.

Part 2: Folio 45%

For the purposes of this item it simply means a collection of writings/materials/resources, which are *electronically* based and submitted as an electronic collection. There will be no hard copy submission of items for your folio. This assignment does not require you to utilise an e-portfolio application such as e.g. Mahara.

Overview of Tasks:

- 1) Activity/Session design and justification
- 2) Facilitation of Learning Activity
- 3) Observe a colleague or peer facilitate a learning activity
- 4) Critical reflection with quality improvement process outlined

Details:

Task 1:

Prepare a learning activity suitable for your context that applies and integrates learning theory and aligns with your teaching philosophy.

Suitable learning activities may include, but are not limited to, lecture, tutorial, mentoring meeting with student, seminar for colleagues, facilitation of online learning activity, conference meeting/presentation. If you are unsure if the activity you have chosen is suitable, please contact the course coordinator to discuss.

Outcomes:

- Prepare a session or activity plan
- Write a justification clearly describing your integration of learning theory(s), and alignment to your teaching philosophy

Task 2:

Facilitation of a Learning Activity: Create then have a suitable colleague review your session or activity plan and also observe you delivering/facilitating that session.

Your colleague should comment on the overall delivery quality as well as the execution of your plan.

Outcomes:

- Facilitator makes links between learning outcomes and student activity
- Facilitation of session/activity aligns with institutional policy and practices
- Facilitator adjusts practices to meet the needs of the cohort

Task 3:

Observe a colleague or peer deliver a learning session (peer observation). Identify and justify which theoretical approach they may have used, as well as how they achieved learning outcomes and accommodated the unique characteristics of the cohort.

This session is designed to introduce you to peer observation and analysis, not one to be critical of your colleague. It is simply a task designed for you to learn to begin identify applied theory and techniques, such as cohort considerations, alignment etc. Please do not include critical or judgemental comments in your written text, such as “poor preparation”. Simply identify the elements you observe, or did not observe, and state why they did/did not have an impact on the delivery and learning in that session. You should also provide a copy of your observations to your peer and discuss your observations with them, please provide evidence of this such as a scanned copy of the observation report signed by your peer or an email acknowledgement. If you have another idea here please advise.

Outcomes:

- Written analysis of colleague or peer’s learning session with appropriate justification.

Task 4:

Critical Reflection: Draw upon literature of teaching and learning (some of which would be from your first assignment – Annotated Bibliography) to reflect on this assessment experience as a whole.

Outcomes:

- Prepare a critical statement on learning theories and their implications for teaching practice and enhancing student learning
- Reflect critically and in a scholarly manner on your own practice as a higher education teacher
- Describe the characteristics of the student cohort and variety of learning environments, and uses this information to reflect on the implications for teaching these students in own context.
- Use critical reflection to outline quality improvement process

Be careful to make sure you reflect/critically evaluate, and not just describe.

Helpful links:

Referencing and academic form is important, you may choose your preferred referencing format e.g. Harvard, APA etc. The requirement is that you are consistent and accurate in your chosen format. If you don't have a preference use Harvard style.

Referencing Link <http://clc.cqu.edu.au/FCWViewer/view.do?page=919>

Submission:

Part 2 only: Submit an electronic version of the assignment as either one document or several documents via the appropriate link on the Moodle course site.

Assessment criteria

Marking Guide for EDED20484 Assessment Item 3 – Parts 1 & 2				
Assignment 3 E-portfolio				
Criteria (All criteria must be satisfactory to achieve an overall pass)		Yes (Pass)	No	Comments
Part 1	Demonstrated completion of part 1			
Part 2 Task 1 & 2	Your learning design supports achievement of your chosen units' learning outcomes			
	Approach accommodates particular characteristics of student cohort with justification			
	Design underpinned by contemporary learning theory			
	Written peer assessment with justification and linkage to course content			
Part 2 Task 3	Critically evaluates learning theory and the ways in which it relates to your own practice and student outcomes			
Part 2 Task 4	Reflective evaluation of your own experience and performance. Experience discussed with reference to own assumptions, learning theory and teaching philosophy			
	Discussion reflects consideration of particular characteristics of student cohort			
	Discussion presents an evaluation of own professional practice and outlines a quality improvement process			
	Overall Quality: Academic style and referencing consistent where appropriate Well-edited writing style with correct spelling/grammar. High quality appropriate to post-graduate level.			
	Overall Quality: Academic style and referencing consistent where appropriate Well-edited writing style with correct spelling/grammar. High quality appropriate to post-graduate level.			
Additional Comments				
Result =		Pass / Fail		