

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: TERTIARY TEACHING AND LEARNING

Unit ID: EDGCT5007

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070111

Description of the Unit:

Tertiary Teaching and Learning is the first of four units, providing foundational learning and teaching concepts, models and practices in higher education. The topics explored in this unit include

- the role of the teacher in contemporary tertiary learning settings
- constructive alignment as a theoretical framework to design learning, assessment and teaching practices
- learner-centred approaches to learning and teaching
- role of assessment to demonstrate of, for and as learning
- facilitating contemporary teaching practices in a range of learning environments
- valuing the role of review to enhance learning and teaching practices

This unit will focus on tertiary learning and teaching through problem-based and collaborative learning, evidence-based approaches, authentic application and reflective practice in diverse tertiary education settings.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Does Recognition of Prior Learning apply to this Unit? No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory				✓		
Intermediate						
Advanced						

Learning Outcomes:
Knowledge:

- K1.** Develop insights and articulate personal concepts of learning, teaching, assessment and the role of the teacher across a variety of contemporary tertiary teaching contexts.
- K2.** Investigate and challenge ideas and perspectives in relation to theories of learning and relate those theories to tertiary education contexts

Skills:

- S1.** To critique and evaluate a range of conceptual frameworks and models for evidenced-based teaching practices.
- S2.** To utilize diverse sources of information, communication tools and technologies to combine and transfer complex knowledge and ideas

Application of knowledge and skills:

- A1.** Use justified judgement in applying knowledge to the design, implementation and evaluation of teaching and learning experiences for students in a range of tertiary education contexts.
- A2.** Work collaboratively with colleagues, taking responsibility and accountability for personal outputs and group learning.

Unit Content:

In a tertiary education context:

- Module 1 - Tertiary teaching paradigms and frameworks
 - Explore the role of the teacher in contemporary learning settings.
 - Implement constructive alignment as a theoretical framework to design learning, assessment and teaching practices.
- Module 2 - Dynamics of learning and assessment
 - Enable learner-centred approaches to learning and teaching.
 - Design learner-centred assessment for, of and as learning.
- Module 3 - Dynamics of teaching and enhancement through review
 - Facilitate contemporary teaching practices in a range of learning environments.
 - Engage in ongoing review of practices to enhance learning and teaching practices.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-

operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K1	Not applicable
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	A2	AT1 AT2
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K2 S1	Not applicable
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	S2	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	A1	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, A1	Collection of reflective activities addressing the application of key practice principles within contemporary learning settings and frameworks.	REFLECTION	30%-40%
K1, K2 S2, A1, A2	Review an assessment task through the lens of a learner-centred approach to demonstrating outcomes within the context of the learning environment	REPORT	30%-40%
K1, S2, A1, A2	Enhance the design or facilitation of a teaching practice utilising a review process	LEARNING PLAN	30%-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

Yes

Date:

May 01, 2023

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)