

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: 070303

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

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, has completed all major assessment tasks (including all sub-components where a

task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

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	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities 	Not applicable	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 will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

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%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)