

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TERTIARY TEACHING AND LEARNING
<b>Course ID:</b>	EDGCT5007
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED Code:</b>	070111

## Description of the Course :

Tertiary Teaching and Learning is the first of four courses, providing foundational learning and teaching concepts, models and practices in higher education. The topics explored in this course 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 course 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, etc.)

## Work Experience:

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

**Placement Component:** No

**Supplementary Assessment:** Yes

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

## Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	✓	■	■

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AQF Level of Program						
	5	6	7	8	9	10
Level						
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.

## Course Content:

In a tertiary education context:

- Explore the role of the teacher in contemporary learning settings
- Implement constructive alignment as a theoretical framework to design learning, assessment and teaching practices
- Enable learner-centered approaches to learning and teaching
- Design learner-centered assessment for, of and as learning
- Facilitate contemporary teaching practices in a range of learning environments
- Engage in ongoing review of practices to enhance learning and teaching practices.

## Values:

- V1.** Appreciate the role of professional education networks within and across disciplines within Federation University and across the sector
- V2.** Value approaches that recognise diversity across the range of students and contemporary tertiary learning contexts
- V3.** Value networks and sector-wide collegial engagement within and across scholarly and professional disciplines

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## Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Graduates will develop skills in the provision of learning and teaching of contexts within higher education.	High
Critical, creative and enquiring learners	Graduates will demonstrate an evolving excellence in teaching through apply their learnings and evaluations to their personal and professional tertiary teaching experiences	High
Capable, flexible and work ready	Graduates will demonstrate an evolving excellence in teaching through applying their learning and evaluations to their personal and professional tertiary teaching experiences, both independently and collaboratively.	High
Responsible, ethical and engaged citizens	Graduates will be innovative, evidence-based and learner-centred in their approaches to tertiary learning and teaching to maximize student learning and success in a range of contemporary learning environments.	High

## Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, A2	Establish an eportfolio which captures authentic and experiential learning through collection, creation, application and reflection activities to illustrate emergent personal and professional growth in tertiary learning and teaching..	E Portfolio	40%-60%
K1, K2 S2, A1	Design a digital poster showcasing an assessment task that includes a comprehensive analysis of evidence-based pedagogy, and addresses the principles of design, implementation and evaluation to inform future learning and teaching practices and enhance student learning.	Poster	40%-60%

## Adopted Reference Style:

APA