

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PROFESSIONAL PRACTICE IN TERTIARY TEACHING
Unit ID:	EDGCT5008
Credit Points:	15.00
Prerequisite(s):	(EDGCT5007)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070111

Description of the Unit:

Professional Practice in Tertiary Teaching (EDGCT5008) provides an institutional perspective to key learning and teaching environments and partnerships in higher education. The topics explored in this unit include:

- introduction to online and blended learning and teaching pedagogies
- enhancing student learning through online and blended facilitation
- valuing adult learners as genuine partners in learning
- incorporating stakeholder expertise to maximize student learning experiences
- integrating industry and community capability to ensure employment readiness
- identify opportunities and processes for mapping and benchmarking learning across curricula

This unit will focus on the tertiary learning environment and partnerships availed 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Formulate a positive environment for learning using contemporary learning and teaching designs and modes of delivery
- K2.** Investigate and acquire relevant approaches to learning and teaching partnerships that encourage and maximise independent learning

Skills:

- S1.** Critically review and analyse a wide range of learning and teaching strategies to accommodate a wide variety of tertiary learning environments
- S2.** Develop a network of expertise to form meaningful partnerships in tertiary learning and teaching

Application of knowledge and skills:

- A1.** Develop and implement curricula, structures and resources to reflect and demonstrate emerging mastery of the field.
- A2.** Increasing capacities to develop, initiate and evaluate models of practice for a range of tertiary education contexts.

Unit Content:

In a tertiary education context:

- Module A – Curriculum design and development
 - Identify opportunities and processes for mapping and benchmarking learning across curricula.
 - Incorporate stakeholder expertise to maximise student learning experiences.
- Module B – Students and communities as partners
 - Value adult learners as genuine partners in learning
 - Integrate industry and community capability to enable employment readiness.
- Module C – Online and blended learning and teaching
 - Introduce online and blended learning and teaching pedagogies.
 - Enhance student learning thorough quality online and blended facilitation.

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 be 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 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: <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. 	K2	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <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 	K1	Not applicable
FEDTASK 3 Critical Thinking and Creativity	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: <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 	S1 A2	AT3
FEDTASK 4 Digital Literacy	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: <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 	A1	AT1

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. 	S2	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S2, A1	Construct a curriculum map for a unit of study (or equivalent) and narrate an overview of the connections and disconnections of the student learning experience.	PRESENTATION	30%-40%
K2, S2, A1, A2	Design an activity that incorporates authentic learning partnerships to enhance student employment readiness	LEARNING ACTIVITY	30%-40%
K1, S1, A1, A2	Formulate solutions to key pedagogical challenges afforded the online and blended learning environments.	CASE STUDY	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](#)