

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Professional Practice in Tertiary Teaching
<b>Unit ID:</b>	EDGCT5008
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDGCT5007)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070303

## 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

**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.** 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 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"> <li>• Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods</li> <li>• Active listening for meaning and influencing</li> <li>• High-level empathy for others</li> <li>• Negotiating and demonstrating extended conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams</li> </ul>	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"> <li>• Creating, contributing to, and enabling collegial environments</li> <li>• Showing self-awareness and the ability to self-reflect for personal growth</li> <li>• Inspiring and enabling others</li> <li>• Making informed and evidence-based decisions through consultation with others</li> <li>• Displaying initiative and ability to solve problems</li> </ul>	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"> <li>• Reflecting critically on complex problems</li> <li>• Synthesising, evaluating ideas, concepts and information</li> <li>• Proposing alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts through deep inquiry</li> <li>• Proposing creative solutions in problem solving</li> </ul>	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"> <li>• Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Using digital tools appropriately to conduct research</li> <li>• Contributing proficiently to digital teams and working groups</li> <li>• Participating in and utilising digital learning opportunities</li> </ul>	Not applicable	Not applicable
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"> <li>• The responsible conduct of research</li> <li>• Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts</li> <li>• Demonstrating commitment to social responsibility as a professional and a citizen</li> <li>• Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable</li> <li>• Extending lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Demonstrate extended actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	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, 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%

**Adopted Reference Style:**

APA ( )

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

Fed Cite - [referencing tool](#)