

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Tertiary Teacher as Researcher and Practitioner
Unit ID:	EDGCT5010
Credit Points:	15.00
Prerequisite(s):	(EDGCT5008 and EDGCT5009)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070111

Description of the Unit:

Tertiary Teacher as a Researcher and Practitioner (EDGCT5010) as the final unit, highlights the connection and influence of the Scholarship of Learning and Teaching (SoLT) to address challenges experienced by tertiary teachers and provide avenues to enhance learning and teaching practices in higher education. The topics explored in this unit include:

- valuing the importance of SoLT as a lens through which to explore particular learning and teaching issues arising at the personal, faculty, institutional and sector levels.
- highlighting the significance and impact of evidence-based research projects to the genealogical development of tertiary education practices
- formulating effective methods of reviewing academic literature to conduct thematic analyses
- undertake an inquiry project focused on addressing a pervasive learning and teaching concern using SoLT
- prioritizing and contributing to the enhancement and advancement of tertiary pedagogical practices via research-based investigations

This unit will focus on using learning and teaching scholarship to guide, support and develop evidence-based practices through inquiry-based and collaborative learning, evidence-based approaches, authentic application and reflective practice in the higher education sector.

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

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 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.** Acquire contextual understanding of the Scholarship of Learning and Teaching (SoLT) in relation to the complex and contested environments in which tertiary teachers operate
- K2.** Develop comprehension of foundational research skills and concepts required to conduct critical inquiry-based investigations of educational research

Skills:

- S1.** Apply reflective pedagogy to evaluate critically various approaches to learning and teaching in the tertiary environment
- S2.** Employ research-based skills to analyze peer-reviewed academic literature from a scholarly perspective and construct thematic analyses

Application of knowledge and skills:

- A1.** Evaluate scholarly activities to explain reflexively the contribution of Scholarship of Learning and Teaching (SoLT)-based research practices to explorations of learning and teaching practices
- A2.** Justify the contemporary relevance of particular learning and teaching practices identified via reflective and literary analyses

Unit Content:

In a tertiary education context:

- Module X - Introduction to Scholarship of Learning and Teaching (SoLT)
 - Value the importance of SoLT as a lens through which to explore particular learning and teaching issues arising at the personal, faculty, institutional and sector levels.
 - Highlight the significance and impact of evidence-based research projects to the genealogical development of tertiary education practices
- Module Y - SoLT investigations
 - Formulate effective methods of reviewing academic literature to conduct thematic analyses
 - Undertake an inquiry project focused on addressing a pervasive learning and teaching concern using SoLT
- Module Z - SoLT dissemination
 - Prioritise and contribute to the enhancement and advancement of tertiary pedagogical practices via research-based investigations
 - Focus on effective communication skills, reflective and reflexive practice, and developing a teaching philosophy

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	AT3
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 	A1, A2	AT2
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 	S1, S2	AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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 	K2, S2	AT2, AT3
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. 	K1	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1	Collection of reflective activities that explore SoLT in practice.	REFLECTION	30-40%
K2, S2, A2	Formulate a SoLT study proposal to investigate an identified learning and teaching issue or challenge.	PROPOSAL	30-40%
K1, K2, S1, S2, A2	Exhibit a seminar presentation that demonstrates a developing understanding of an identified learning and teaching issue through a SoLT lens.	SYNOPSIS	30-40%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)