

Graduate Certificate in Teaching and Learning in Higher Education unit outline

LTS504 Independent Professional Study

A unit in the Graduate Certificate in Teaching and Learning in Higher Education

Credit Points

12.5 Credit Points

Duration

1 Semester

Contact Hours

This unit is designed to be taken online and through independent study.

1 hour Integrative oral presentation

4 hour supervisor interviews

Contact time is limited with study demand time of approximately 150 hours in total

Campus

Nominally Hawthorn campus, but may be completed by a combination of online and video conferencing at any campus

Prerequisites

LTS501: Learning contexts, styles and outcomes

Co-requisites

Nil

Staff

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Aims

The aims of LTS504 are to provide participants with the opportunity:

- For deep learning through a self initiated independent research project connected to their chosen learning and teaching field of study
- To make explicit knowledge and understanding that reflects their own professional values within an integrated oral presentation.
- To evidence their ongoing professional development and study by means of a Professional Learning and Teaching Portfolio.
- To present their study and its findings to a body of their peers.

Learning objectives

After completing this unit, participants should be able to:

- Prepare and perform a contracted learning task that satisfies learning requirements negotiated with a chosen supervisor/tutor form within ADS
- Present a Professional Learning and Teaching Portfolio that incorporates evidence of both development in teaching and learning methods and media, and a commitment to reflection, evaluation and improvement.
- Articulate their experiences in undertaking the programme through an oral defence
- Identify and evaluate developments in their perspectives of teaching and learning and in their practice.
- Present their research findings to colleagues in a colloquium series coordinated by ADS.

Participation in this unit is expected to contribute towards the development of the following attributes in participants:

Are capable in their chosen professional areas

- Are informed and knowledgeable in the area
- Have an appreciation of areas of uncertainty within a body of knowledge
- Have the ability to engage in informed critical inquiry
- Display attitudes appropriate to the professional area
- Articulate relationships between theory and practice

Are entrepreneurial

- Have the ability to critically understand innovations and developments
- Have the ability to make links and connections between developments and opportunities within teaching and learning environments
- Have the ability to identify and realize opportunities for responsible innovation
- Have the ability to deal with success and failure through informed critique and self-reflection

Operate effectively and ethically in work and community situations

- Have the ability to work both independently and collaboratively
- Have the ability to effectively communicate using a range of media and in varied contexts

Are adaptable and manage change

- Are self-motivated
- Have multifaceted research and problem solving skills
- Have a general capacity for flexibility and curiosity

Are aware of environments

- Have a broad understanding of the role of technology in our society

Content

The unit activities and resources relate to the following:

- Learning contracts
- Independent research into learning and teaching
- Reflective Learning and Teaching Portfolios
- Professional development

Teaching Method

Teaching methods include:

- Supervised use of a learning contract to pursue and report on a teaching and learning project.
- Compilation and presentation of a reflective learning and teaching portfolio
- Oral presentation of a colloquium address, and related professional development associated with participation in the program.

Assessment

Assessment requirements

Assessment items required to be satisfactorily completed

Item	Nominal Weighting*	Due date
1. Contracted professional study Negotiate a learning contract and carry out and present an independent professional study that aligns with the participant's stated learning and teaching professional outcomes [Maximum of five outcomes].	50%	1 week after the final day of the current semester
2. Reflective Learning and Teaching Portfolio Consolidate, review, and reflect upon on the content, with particular reference to a teaching philosophy as developed across the four units of the Graduate Certificate. Present the portfolio to a panel.	40%	1 week after the final day of the current semester
3. Integrative Oral Share insights into your learning on the core knowledge and professional values of the programme during an integrative oral presented to a panel.	10%	1 week after the final day of the current semester

Assessment Summary and Sequence:

Contracted Independent Professional Study

1. Identify a learning need
2. Refine this learning need into specific outcomes
3. Write a brief rationale and identify resources and strategies
4. Discuss further with your tutor and decide what is to be presented
5. Select the title and word your five outcomes, thus setting your assessment criteria
6. Review the draft contract and submit it to the nominated supervisor
7. Negotiate amendments and carry out the agreed work
8. Present outcomes to group of peers
9. Appraise your work and submit the completed project

Reflective Learning and Teaching Portfolio

1. Write a personal philosophy of learning and teaching
2. provide appropriate examples of the following:
 - explicit links theory and practice
 - critical reflections of your own practice
 - critical reflections on departmental and institutional practice
 - the use of constructive feedback from others to inform your practice
 - evidence of your development as an academic practitioner
 - planning for further enhancement of your practice.
 - Content and resources gathered during the four units of study.
 - Evidence of your practice through surveys, letters, emails and other appropriate communications.

The Integrative Oral

1. discuss the relationship between the different elements of learning during the programme
2. discuss the relationship between that learning and your daily professional activities.
3. defend/argue for the position you adopt on learning and teaching selected issues
4. Articulate the above points with particular reference to your own philosophy of learning and teaching

Special needs

Students with special needs should advise the programme co-ordinator and/or the Subject Convenor by the end of the second week of the semester. In addition, students with Special Needs are recommended to notify the Equity Office if they have not already done so.

Assessment and appeals procedures

Assessment in this subject is in accordance with the guidelines set out in Procedures Relating to Assessment and Appeals. In assessment procedures overarching importance is given to natural justice principle. For further information please refer to the relevant section in the Swinburne Assessment and Appeals Procedures which can be found at

http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment_and_appeals_higher_education_procedure.htm

Due date, extensions and late submissions

Participants are encouraged to submit assessment items prior to the specified due date. All assessment items should be submitted by the due date. An extension of time may be approved by the Course Convenor. The policy is to provide flexibility, allowing participant's choice of time for submission of assessment items provided that it will allow them to complete the four-subject programme within the normal time permitted i.e. two years from the time of initial enrolment. Items submitted after the due date or extended due date may not be accepted for assessment or may be accepted with penalty.

Resubmission policy

The facility for resubmission of assessment items is available in this subject. Early submission of assessment items is encouraged as resubmission must occur prior to the normal due date or extended due date for submission of the item.

Special consideration

Refer to Section 8 of Assessment and Appeals Procedure, which can be found at http://www.swin.edu.au/corporate/registrar/ppd/stuinfo/assessment_and_appeals_higher_education_procedure.htm

Plagiarism

Plagiarism is the action or practice of taking and using as one's own, the thoughts, writings or other work of someone else with the intent to deceive. Plagiarism includes:

- (a) the unauthorised use of the whole or part of a computer program written by another person;
- (b) the use of the whole or part of a written work including the use of paragraphs or sentences in essays or other assessable work which are neither enclosed in quotation marks nor otherwise properly acknowledged;
- (c) the paraphrasing of another's work without attribution;
- (d) the use of musical composition, audio, visual, graphic, photographic models, without attribution.
- (e) the use of realia, that is objects, as artefacts, costumes, models, etc., used in teaching to relate classroom learning to the daily life of peoples studied, without attribution.

Subject Result Categories

The following assessment categories will be used to record a student's performance in a subject. Please note that a statement shall be included in the published results to the effect that only one category of satisfactory achievement is awarded for subjects in the Graduate Certificate in Teaching and Learning in Higher Education.

Result	Symbol	% / Comments
Exempt	EXM	Exempt on the basis of previous attainment
Pass	P	50-100
Not Pass	N	0-49
Deferred result	DEF	Assessment item(s) submitted. Result pending.
Continuing	CONT	Student continuing study in the subject beyond the semester in which he/she was enrolled

No Attempt	NA	The student has not attempted any assessment
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Reading Materials

Major resources for the module are online sites and materials and current journal articles from journals such as *Higher Education Research and Development* [Australasia], *Australian Journal of Educational Technology*, *Innovative Higher Education* [USA], *Higher Education Quarterly* [UK]

Recommended online and print material includes:

Websites

URL: <http://www.psu.edu/celt>
[Center for Excellence in Learning and Teaching](#)
[The Pennsylvania State University](#)
[401 Grange Building](#), University Park, PA 16802
celt@psu.edu

URL: <http://www.wsu.edu/provost/teaching.htm>
 1996 Washington State University.
 Edgerton, R., Hutchings, P. and Quinlan, K. (1991) *The Teaching Portfolio: Capturing the Scholarship in Teaching*. Washington, DC: The American Association for Higher Education.

URL: <http://www.utexas.edu/academic/cte/teachfolio.html>
[The Center for Teaching Effectiveness](#)

Main Building, 2200
 The University of Texas at Austin

URL: <http://www.ucc.ie/services/quality/INTERNET/SEDC/teachport.HTML>
 University College Cork *Guidelines for Creating a Portfolio for the President's Awards for Excellence in Teaching at University College Cork*
 Prepared by Nona Lyons, Visiting Research Scholar, UCC (c) Nona Lyons, 2001

URL: <http://www.city.londonmet.ac.uk/deliberations/portfolios/urls.html>
 Deliberations - on Teaching and Learning in Higher Education (LGU) has a link to sites [about Teaching Portfolios](#). (UK site)

URL: http://www.adelaide.edu.au/ltdu/download/t_portfolio.pdf
[Developing your teaching portfolio](#) outlines the type of information that you could collect in developing your teaching portfolio or a departmental teaching portfolio. © 2003 The University of Adelaide

URL: <http://www.catl.osds.uwa.edu.au/etu/portfolio>
 The University of Western Australia
 Centre for Advancement of Learning and Teaching
 Organisational and Staff Development Services
 Crawley, Western Australia 6009

Books and articles

Biggs, J. (2003). *Teaching for Quality Learning at University* (2nd ed.). Buckingham: Open University Press.

- Brew, A., & Boud, D. (1996). Preparing for new academic roles: a holistic approach to development. *The International Journal for Academic Development*, 1(2), 17-25.
http://www.education.uts.edu.au/ostaff/staff/publications/db_17_bb_ijad_96.pdf
- Chism, N. V. N. (1998). Developing a Philosophy of Teaching Statement. *Class Action*, 1(8).
- Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: capturing the scholarship in teaching*. Washington, DC: American Association for Higher Education.
- Ramsden, P. (2003). *Learning to Teach in Higher Education* (2nd ed.). London: Falmer Press.
- Seldin, Peter and Associates (1993) *Successful Use of Teaching Portfolios*. Belton, MA: Anker Publishing.