School of Education
Faculty of Education

ELT503
Innovation and Leadership in University Learning and Teaching
[12.5 %]

Semester 5, 2014 (Spring School)
Unit Outline

Stuart Schonell

CRICOS Provider Code: 00586BU
Contents

Contact details .............................................................................................................................................. 3
Unit description ........................................................................................................................................... 4
Changes made to this unit ............................................................................................................................ 4
Learning Outcomes ..................................................................................................................................... Error! Bookmark not defined.
Generic graduate attributes .......................................................................................................................... Error! Bookmark not defined.
Prior knowledge &/ or skills .......................................................................................................................... 5
Learning resources required .......................................................................................................................... 6
Details of teaching arrangements .................................................................................................................. 6
Teaching strategies/learning approaches specific to this unit ......................................................................... 6
Unit Schedule Semester 5, 2014 .................................................................................................................... 7
Assessment for [unit code] .............................................................................................................................. 7
Faculty of Education Guide to Writing & Referencing ................................................................................... 9
Information essential to all units .................................................................................................................... 9
Contact details

Unit Coordinator/ Lecturer

Unit coordinator/lecturer: Stuart Schonell
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Room number: Business Faculty Building Rm 323
Consultation hours: By email with 48 hour turnaround during business hours

Course Coordinator

Click on the link below and then select Course Coordinators’ contact details from the list (Education courses only).


** For all other specific contact details related to this unit (e.g., Tutors, Administrative staff, Student Adviser), please refer to the unit content in MyLO.
Unit description
This unit supports you in developing your understanding of contemporary innovation and leadership theories and practices in higher education. The focus is on enabling you to refine and apply your understanding in a professional environment, with due consideration of the needs of your teaching and research discipline, institution, colleagues and students. This unit culminates in the creation of a learning and teaching 'innovation and leadership' white paper, which elucidates opportunities for future change and organisational unit development.

Changes made to this unit
The Faculty of Education is committed to the improvement of all units and courses and welcomes the perspectives of students, including insights gained through the University’s student evaluation of teaching and learning (eVALUate). In light of this feedback, the following changes have been made to this unit to improve student learning:

- Feedback from students in 2012 resulted in the removal of the literature review assessment. Students have been very positive in their feedback about the unit and the learning that takes place. Students particularly express satisfaction with the final assessment task (white paper and viva voce) and its alignment to their jobs.

Prior knowledge &/ or skills
As a student in this unit you will be encouraged to be an active participant in your own learning. Your life experiences will be valued and drawn upon within your studies. Work submitted for assessment in this unit may draw on knowledge and skills that you can reasonably be expected to have acquired before enrolling in this unit, or in the course. This includes knowledge of appropriate communication, information literacy, analytical, critical thinking, and problem-solving skills. You are encouraged to take responsibility for further developing these skills and applying them to professional contexts.

- Previous experience in learning and teaching or the creation of environments that encourage effective learning and teaching within a university are essential background for this Unit.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit you will learn:</td>
<td></td>
<td>The assessments and teaching activities in this unit develop:</td>
</tr>
<tr>
<td>In assessing this unit I will be looking at your ability to:</td>
<td></td>
<td><strong>Knowledge</strong> – Advanced functioning knowledge within educational leadership that includes the ability to be intellectually independent.</td>
</tr>
<tr>
<td><strong>Detailed knowledge of contemporary leadership and innovation theories and strategies:</strong></td>
<td><strong>Just in Time (JIT)</strong></td>
<td><strong>Communication</strong> – The ability to transfer complex information in written English language formats.</td>
</tr>
<tr>
<td>Summarise contemporary leadership and innovation theories and strategies.</td>
<td><strong>Oral presentation</strong></td>
<td><strong>Problem solving</strong> – The ability to plan, implement and critically evaluate specialised professional or academic activities, and take responsibility for outcomes.</td>
</tr>
<tr>
<td>Share summaries of contemporary leadership and innovation theories and strategies.</td>
<td></td>
<td>The ability to solve complex problems by finding, analysing, evaluating and synthesising information and ideas obtained from a variety of Australian and international sources.</td>
</tr>
<tr>
<td>Apply contemporary leadership and innovation theories and strategies to your context, taking into account the needs of your organisation, colleagues and students.</td>
<td><strong>Oral presentation</strong></td>
<td><strong>Social Responsibility</strong> - An awareness of society's current expectations regarding business professional and corporate behaviour, corporate social responsibility and sustainability.</td>
</tr>
<tr>
<td><strong>The importance and impact of culture in higher education innovation:</strong></td>
<td><strong>White paper/viva</strong></td>
<td><strong>Knowledge</strong> – Advanced functioning knowledge within educational leadership that includes:</td>
</tr>
<tr>
<td>Research culture’s impact on organisational effectiveness.</td>
<td><strong>Oral presentation</strong></td>
<td>• The ability to think critically and creatively</td>
</tr>
<tr>
<td>Evaluate and explain the drivers and restrainers of innovation in a higher education context.</td>
<td><strong>JIT</strong></td>
<td>• The ability to be intellectually independent</td>
</tr>
<tr>
<td>Evaluate and explain culture’s role in organisational change and innovation and use your educational workplace experience to apply this to a higher education context.</td>
<td><strong>Oral presentation</strong></td>
<td><strong>Communication</strong> – The ability to transfer complex information in oral English language formats. The ability to engage in critical oral discussions.</td>
</tr>
<tr>
<td><strong>The role of leaders in driving educational innovation:</strong></td>
<td><strong>White paper/viva</strong></td>
<td><strong>Problem solving</strong> – The ability to plan, implement and critically evaluate specialised professional or academic activities, and take responsibility for outcomes.</td>
</tr>
<tr>
<td>Create a model for driving educational innovation:</td>
<td><strong>White paper/viva</strong></td>
<td>The ability to solve complex problems by finding, analysing, evaluating and synthesising information and ideas obtained from a variety of Australian and international sources.</td>
</tr>
<tr>
<td>• integrate contemporary leadership and innovation theories with theories on culture’s role in organisation change and innovation</td>
<td></td>
<td><strong>Social Responsibility</strong> - An awareness of society's current expectations regarding business professional and corporate behaviour, corporate social responsibility and sustainability.</td>
</tr>
<tr>
<td>Use what you have learned in this unit to explain and justify how you will positively impact educational innovation in your Faculty, School, or Section.</td>
<td><strong>White paper/viva</strong></td>
<td></td>
</tr>
</tbody>
</table>
Learning resources required

Library

Reading Lists
Reading Lists provide direct access to electronic readings and provide an easy way to find material on Reserve set by the Unit Coordinator for a particular unit. To access Reading Lists please go to http://rlms.utas.edu.au/erl/

Required Readings
Required Readings are set by the Unit Coordinator as readings that are essential for this unit. All required readings can be found on the unit’s MyLO site.

Recommended readings
Recommended Readings are set by the Unit Coordinator as readings that will be useful for this unit to develop your knowledge and understanding of teaching and course-specific content. If you are seeking sources of evidence to support your assessment work, you will find these readings a useful starting point. There is no requirement to buy these texts/materials.
- Any texts on leadership and innovation.

Other resources

Equipment & Materials
You will be notified if you are required to purchase any additional equipment or materials.

Details of teaching arrangements

External students: Learning and Teaching arrangements are available from the Home Page of each unit.
On-campus students: Learning and Teaching arrangements will be detailed by your lecturer at the beginning of the semester.

The Unit commences with a 2 day intensive workshop on November 17th and 18th. A further full day workshop is scheduled for December 8 during which you will present a plan for change. During our first workshop the group may negotiate any desired further meeting times.

Teaching strategies/learning approaches specific to this unit
A minimum of 80% attendance.
This is a collaborative learning experience where participants are expected to be prepared for discussions and group activities.
Unit Schedule Semester 5, 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Date beginning</th>
<th>Module / Topic</th>
<th>Other notes</th>
</tr>
</thead>
</table>
| 1    | 17/11/2014     | Workshop 1 – see workshop schedule | 2 full days  
Monday 9.30 to 4-30  
Tuesday 9-30 to 4-30  
Assignment 1, JIT due |
| 2    | 8/12/2014      | Workshop 2 – see workshop schedule | 1 full day  
Monday 9-30 to 4-30  
Assignment 2, group oral presentation due |
| 3    | 6/2/2015       | White Paper and Viva Voce by individual appointment | Assignment 3 due |

Assessment for [unit code]

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to intended Learning Outcomes</th>
<th>Generic Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1:</td>
<td>16/11/14 at AEST Midnight</td>
<td>15</td>
<td>See learning outcome table</td>
<td>See learning outcome table</td>
</tr>
<tr>
<td>JIT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 2:</td>
<td>8/12/14 during class</td>
<td>35</td>
<td>See learning outcome table</td>
<td>See learning outcome table</td>
</tr>
<tr>
<td>Group oral presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 3:</td>
<td>[add text] at AEST Midnight</td>
<td>50</td>
<td>See learning outcome table</td>
<td>See learning outcome table</td>
</tr>
<tr>
<td>White paper and viva</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Assessment details

Assessment Task 1: Just in Time

Task description: You are required to read the literature provided on culture, contemporary leadership and innovation theories and strategies. There are 4 questions to answer:

1. Which of the readings made the least sense or was the most difficult to understand and why?
2. Which of the leadership theories resonated most with you considering your role at UTAS? Why? Reference at least 4 articles in your answer.
3. “Cultural change is difficult if not impossible”. Respond to this statement considering your department or Faculty? Reference at least 4 articles in your answer.
4. The readings contain a number of articles on innovation. Why are innovations so difficult to implement? Use your role at UTAS to frame your answer. Reference at least
### Assessment Task 2: Group Presentation

**Task description:** Identify an educational challenge within the University of Tasmania and present (orally) a plan for change incorporating innovation theories and strategies investigated during the JIT:
- identify a significant innovation/leadership challenge;
- research, review and share literature associated with the challenge; and
- recommend strategies to address the challenge. The strategies will need to:
  - take account of the climate, culture and structures of authority and decision making;
  - take account of the key players (i.e., stakeholders) and modes of informal leadership; and
  - reference leadership and innovation literature.

**Task length** 45 minutes (+ or – 10%)

**Assessment Criteria** See learning outcome table

**Submission details** Refer to the following URL for the submission process:

### Assessment Task 3: White Paper and Viva

**Task description:** The first part of this assignment is to write a “White Paper” based around a solution to a problem within the university or your school, faculty or department. The White Paper must address:
- The influence of culture on change and innovation
- The leaders role in driving and promoting acceptance of change
- A diagrammatic model (your own creation) on driving educational innovation that integrates leadership, innovation and culture theories and concepts.

The second part of this assignment is to hold a conversation with the unit coordinator on the above topic. During the viva you must address how you will personally influence educational innovation within your work area.
- Brief notes are acceptable to use as prompts however reading verbatim from a script is not.

**Task length** 6 pages, single spacing, size 12 font (not including cover page, diagram or references) and 25 minutes (+ or – 10%)

**Assessment Criteria** See learning outcomes table

**Submission details** Refer to the following URL for the submission process:
Faculty of Education Guide to Writing & Referencing

The *Faculty of Education Guide to Writing and Referencing* has been developed by Faculty staff to help students towards good academic writing and referencing practices. It is available on the Library website or via the direct URL below.

Library Website > Subject Guides > Education > Referencing tab

http://lgdata.s3-website-us-east-1.amazonaws.com/docs/377/1070640/FacultyGuideToWritingAndReferencing_v4_0May2014.pdf

Information essential to all units

In addition to the information contained in this unit outline, it is *essential* that you read important details related to other areas of your study that are available at the following URL: http://www.utas.edu.au/education/learning-and-teaching/resources/unit-outline-information-essential-to-all-units.