ELT501
Foundations of University Learning and Teaching

Semester 2
2014

Unit Outline

Dr Andrea Adam
Ms Nell Rundle
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Contact details

Unit Coordinator/Lecturer

Dr Andrea Adam

Campus: Sandy Bay
E-mail: Andrea.Adam@utas.edu.au
Phone: 03 6226 7116
Contact Times: Web-conference consultation time: Thursday 11am-12pm
This will be a regular web-conference time. (Alternatively, you can phone, or visit me on campus, in TILT, at this time.)
Email: 48 hour turnaround during business hours, Wednesday to Friday.

Unit Lecturer

Ms Nell Rundle

Campus: Sandy Bay
E-mail: Nell.Rundle@utas.edu.au
Phone: 03 6226 1766
Contact Times: Email with 48 hour turnaround during business hours

Unit Administration

Mrs Tamzen Jeanneret, Graduate Certificate Administration

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Contact Times: Business hours
Unit description

ELT501, Foundations of University Learning and Teaching, is designed to provide information and a collegial environment to support you in developing a rich and integrated understanding of university learning and teaching issues, with reference to the UTAS context.

You will explore the theories, principles and practice of university learning and teaching. There is an emphasis on discussing and applying constructive alignment, strategies to promote deep learning and integrating technology into the learning and teaching environment.

This is the foundation unit in the Graduate Certificate of University Learning and Teaching, and consequently introduces a range of topics that will be developed further in other units. It also acts as a primer for new UTAS staff.

Intended learning outcomes

*Foundations of University Learning and Teaching* fulfils two roles. It is the foundation unit in the Graduate Certificate of University Learning and Teaching. It also acts as a primer for new UTAS staff.

The unit is designed to provide information and a collegial environment to support you in developing a rich and integrated understanding of university learning and teaching issues, as described in the following intended learning outcomes.

At the completion of this unit, you will be able to:

1. Apply theoretical and practical knowledge of best practice in student-centred teaching in higher education, to plan and design curricula.
2. Analyse and evaluate the role of assessment in learning and teaching, and build a repertoire of formative and summative assessment tasks.
3. Present an argument for change that improves teaching and learning within your professional context.

Generic graduate attributes

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see [http://www.teaching-learning.utas.edu.au/orientation/generic](http://www.teaching-learning.utas.edu.au/orientation/generic)).

By undertaking this unit you should make progress in attaining the following attributes:

Knowledge will be developed by learning and applying new skills and understandings to your particular teaching and learning contexts. This will be assessed through the application of knowledge in the development of practical teaching resources, the ability to reflect and evaluate on the application of these resources within learning environments and the ability to situate this work within the literature.

Communication skills will be developed by teaching and modelling the oral, written and visual communication skills required in diverse learning contexts. Written skills will be assessed.
Problem-solving skills will be developed by demonstrating, modelling and critiquing critical issues in teaching and learning. Problem solving skills will be assessed through the ability to find solutions to problems in individual workplace learning and teaching contexts.

Social responsibility will be developed through the acknowledgement of social and ethical implications of actions, appreciation of the impact of social change and a practical understanding of inclusive practice principles. Through assessment tasks participants will be expected to demonstrate ethical understanding and professional teaching and assessment practices and conform to the University's codes of conduct, policies and rules.

Alterations to the unit as a result of student feedback

As a result of student feedback, through formal eVALUate surveys and informal end-of-class questionnaires and discussions with students, the expectation of a deep engagement with the teaching and learning literature has been removed from the first assignment and centred on the second assessment. The weighting for the second assessment has been increased to reflect this increased expectation.

A choice of assessment has been provided for the final assessment point. This is to provide an assessment form that is better able to integrate with the range of experiences, and the professional positions, of ELT501 students.

In order to ensure that you have exposure to technologies that are increasingly part of UTAS there is an increased focus on providing opportunities for using environments such as web conferencing. The assignment due dates have also been shifted from midnight to 2pm, to better fit with submission via MyLO.

Prior knowledge &/or skills

In most cases, you need to have completed a bachelor's degree or equivalent. You also need to be committed to self improvement in your teaching and other educational activities, and be willing to engage colleagues in this process. You will need to have access to a Unit Outline, preferably for a unit in which you teach. If you are not teaching into a unit, you may need to request to use an outline written by a colleague.

Learning expectations and teaching strategies/ approaches

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.
**Teaching and learning strategies**

ELT 501 is taught through a blend of face-to-face and online teaching. Attendance at sessions is very important. An important aspect of the face-to-face classes is to give you the opportunity to meet, and work with, colleagues from different Schools and Faculties.

There are three face-to-face days with classes running from 10am until 4pm on those days. A schedule of sessions will be given out on the first day of the unit.

In addition to the face-to-face teaching, the course will be supported through a MyLO site. The inclusion of interaction with MyLO is designed to assist you to communicate effectively with the teaching team and each other, and to allow you to gain some hands-on experience with the UTAS Learning Management System.

**Learning resources and communication**

**MyLO**

This unit is web dependent, because, at the minimum, assessment is submitted via MyLO, and access to the MyLO online unit is required. Log in to MyLO at: https://mylo.utas.edu.au, and then select ELT501 from the list of units. For help in using MyLO, go to http://www.utas.edu.au/learning-teaching-online/student-support

**Technical requirements for MyLO**

For help and information about setting up your own computer and web browser for MyLO, see: http://uconnect.utas.edu.au/

You can access the University network and MyLO via a laptop computer or other mobile device. See: http://www.utas.edu.au/service-desk/uconnect/uconnect-on-campus

MyLO can be accessed in the Library computers and in computer labs. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk/

**Required readings**

You will need access to the following text, which is available in electronic format through the Library, or for purchase from the Co-op Bookshop:


or

Recommended readings

Journals

It is important that you read journal articles throughout the semester. This is particularly important in relation to Assignment 2. A summary list of journals that may be of interest is provided below. These are all accessible from UTAS e-journals, unless otherwise indicated.

Learning and Teaching Journals
Assessment and Evaluation in Higher Education
Higher Education
Higher Education Research and Development
Innovations in Education and Teaching International
International Journal for the Scholarship of Teaching and Learning
Journal of Further and Higher Education
The Journal of Higher Education
Journal of the Scholarship of Teaching and Learning (JoSoTL) - www.iupui.edu/~josotl/
Studies in Higher Education
Teaching in Higher Education

Journals with a Technology in Education Focus
ALT-J: Association for Learning Technology Journal
Australasian Journal of Educational Technology
British Journal of Educational Technology
Journal of Computer Assisted Learning
Journal of Interactive Media in Education
Journal of Interactive Online Learning
Journal of Learning Design
Journal of Online Learning and Teaching
Technology, Pedagogy and Education
The Internet and Higher Education

Policy
There is a range of University policy with which you will be expected to become familiar. Some important policies and guidelines for learning and teaching are listed here:


Assessment
The following resources will be of interest when focussing on assessment, particularly in relation to Assignment 2:


**Reading Lists**

*Reading Lists* provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. For this unit, the primary resource listed will be the textbook. To access Reading Lists please go to:  

**Details of teaching arrangements**

**Lectures/Intensive sessions**

ELT501 is taught through a combination of block teaching before the semester begins, and follow-up activities. Intensive sessions are scheduled as follows:

**Hobart:** June 25, 26 and 27 (Wednesday to Friday)  
**Sydney:** July 7, 8 and 9 (Monday to Wednesday)

**Online activities**

Links to resources and information to assist you in participating in and completing the online activities for this unit will be provided to you from within MyLO.

**Videoconference activities**

Follow-up activities may include videoconference opportunities.

For information about videoconferencing at UTAS and how to participate effectively, see the Students’ guide to Videoconferencing available at:  

**Work Health and Safety (WHS)**

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at:  

**Specific attendance/performance requirements**

Students must attend at least 80% of all face-to-face teaching sessions, and submit all assessment tasks to be eligible to pass the unit.
## Assessment

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes Critique</td>
<td>Monday 14th July</td>
<td>15%</td>
<td>1 and 3</td>
</tr>
<tr>
<td>Post 1.1 Submit original ILOs and modified ILOs for review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post 1.2 Comments on peers’ ILOs</td>
<td>Friday 25th July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post 1.3 ILO Reflections</td>
<td>Monday 4th August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Essay</td>
<td>Monday 22nd September</td>
<td>50%</td>
<td>1, 2 and 3</td>
</tr>
<tr>
<td>Teaching and Learning Activities Development or Unit Development</td>
<td>Monday 27th October</td>
<td>35%</td>
<td>1, 2 and 3</td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment task 1. Learning Outcomes Critique (15%)**

*Task description*

This assignment will take the form of a series of discussion posts. You will be placed into a group of four students when you enrol in ELT501.

This assessment is to be completed using a unit outline for an existing unit at UTAS or your current organisation, with the preference being a unit that you have some responsibility for teaching.

**Post 1.1**

Within your group, post the unit’s *original* ILOs and the unit ILOs as *modified by you*. This will be your first attempt at modifying the unit ILOs. Include a brief explanation of why you are proposing the changes you have made. For example, do the original ILOs reflect the true intentions of the unit, are they in line with guidelines, do they reflect recommendations regarding wording or coverage?

Therefore, your first post should have three components:

1. the original unit ILOs
2. your modified unit ILOs
3. your brief explanation for your proposed modifications.

**Post 1.2**

Comment on the modified ILOs of at least two others in your group. Each comment should address how well your colleague’s modified ILOs reflect the theory of constructive alignment as discussed in Biggs and Tang (2011) and UTAS guidelines and policies. You may make constructive suggestions for further modifications to meet guidelines and/or theoretical recommendations.
Post 1.3

Reflect on the comments and suggestions received on your own modified ILOs. Post your final list of proposed unit ILOs (this list may have developed from your initial modified list posted in 1.1, or it may be the same as you first proposed.) Write a short justification for the final list, incorporating support from Biggs and Tang (2011), and guidelines and policies.

Therefore, this post should have two components:

1. your final list of modified ILOs
2. your short justification for your final list of ILOs (500 word limit).

Task length

approximately 1200 words

Links to unit’s intended learning outcomes

1 and 3

Assessment criteria

Complete all task requirements (Posts 1.1, 1.2 and 1.3) (33%).
Propose ILOs in line with guidelines and policies, and principles and theories of teaching and learning (Post 1.3) (50%).
Justify your ILOs (Post 1.3) (17%).

Date due

Post 1.1: Monday 14th July, 2pm
Post 1.2: Friday 25th July, 2pm
Post 1.3: Monday 4th August, 2pm
Assessment task 2. Assessment Essay (50%)

Task description

The purpose of this task is to identify an area for improvement in the existing assessment of a unit and to propose changes to facilitate better student learning outcomes.

You are expected to engage deeply with the literature in this assignment. You should draw on scholarly literature related to assessment of learning in higher education contexts, including your own discipline-specific context, and on University policies, procedures and guidelines to explain and justify your plans and suggestions.

You also need to consider the practicalities of changing the assessment and consider how you could minimise obstacles or best facilitate change.

The preference is for the unit to be one that you have some responsibility for teaching and for it to be the same unit considered in Assessment Task 1.

** Please include a list of the unit ILOs, as modified by you in Assignment 1, or as you have modified in response to feedback received on Assignment 1 (this will not be included in your word count)

Note: You may select two features of assessment to change; however, be aware that any broadening of focus will reduce your ability to consider the selected change(s) in depth. There may be many aspects of the unit assessment that you believe should be changed. You may wish to briefly outline your overall approach to the unit assessment, if this context assists you to explain your identified change, though this is not required.

Task length

3000 words

Links to unit’s learning outcomes

1, 2 and 3

Assessment criteria

Identify a feature or part of the assessment in need of improvement or where change would have a significant impact. (20%)

Describe a proposed change and use literature to explain why you proposed the change you did. (40%)

Explain how the new assessment aligns with the rest of the unit and addresses UTAS policy. (20%)

Consider practical considerations when planning the change, such as student and staff workloads, and stakeholder reception, and plan how to enhance the reception of the new assessment by stakeholders. (10%)

Communicate in academic writing in the discipline of higher education. (10%)

Date due

Monday, 22nd September, 2pm

Submit to MyLO ELT501 dropbox
Assessment task 3.

Choice:
Teaching and Learning Activities Development (35%)  OR  Unit Development (35%)

Unit Development (35%)

Task description
You are expected to develop the core elements of a new unit that is not offered at UTAS. The unit should be one that you believe would be a valuable addition to an existing UTAS course.

You will be provided with a unit outline template in which to present the core unit information, including unit title and description, intended learning outcomes, assessment, and details of teaching and learning approaches and activities. (i.e., some of the elements of the UTAS unit outline template will not be required).

In addition to the unit outline you are to submit a 500 word rationale/justification of why you believe the unit should be raised. This justification should place the proposed unit within the context of the current UTAS and higher education environments.

Task length
1500 words (not including words already present in the unit outline template)

Links to unit’s learning outcomes
1, 2 and 3

Assessment criteria
Develop a new unit in accordance with the principles and theories of learning and teaching. (60%)

Present unit information in accordance with UTAS guidelines and policies in a provided template. (10%)

Justify why the unit should be raised (30%)

Date due
Monday 27th October, 2 pm
Submit to MyLO ELT501 dropbox

OR
# Teaching and Learning Activities Development (35%)

**Task description**

The purpose of this task is to develop a plan for teaching one or more topic areas of a unit. You will need to explain how the content and activities align with the unit’s assessment tasks and learning outcomes. You will need to discuss any challenges there may be in implementing the plan within your specific context. You should identify the benefits for students in your approach and activity choices.

The preference is for the unit to be one that you have some responsibility for teaching and for it to be the same unit considered in Assessment Tasks 1 and 2.

You are expected to explain and justify your plans with reference to published scholarly discussions related to student engagement and teaching strategies in higher education contexts.

**Task length**

1500 words

**Links to unit's learning outcomes**

1, 2 and 3

**Assessment criteria**

- Develop teaching and learning activities for a selected topic(s) of a unit in accordance with the principles and theories of university learning and teaching. (50%)
- Explain why the chosen approaches and activities are appropriate for your context, students and discipline. (20%)
- Evaluate the alignment of the approaches and activities with the assessment and the rest of the unit. (30%)

**Date due**

Monday 27th October, 2 pm

Submit to MyLO ELT501 dropbox

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**How your final result is determined**

Your final result is determined by summing the marks obtained for all assessment tasks. It is the practice of the Faculty of Education that moderation of marks may occur. It is also the practice of the Faculty that individual pieces of assessment be graded according to the University’s grading system, that is, percentages/marks for individual pieces of assessment are not released.

**Submission of assignments**

Completed assessment tasks must be submitted via the MyLO discussion board (Assessment 1) or the drop box (Assessments 2 and 3) before 2pm on the due date.
Requests for extensions

All requests for extensions should be submitted via email to Dr Andrea Adam (Andrea.Adam@utas.edu.au) well before the due date of the assignment. Generally, foreseeable work commitments will not be grounds for an extension.

Penalties

Students may submit assignments before the due date (via the means specified by the unit coordinator). A penalty will be applied for submission after the due date unless a formal extension has been granted, in writing. As copies of assignments are to be submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

The following late penalty applies.
- Five-percent (5%) of the maximum mark available for the assignment for each day late (including weekend days and public holidays) up until 10 days late.

Word limits have been set for every paper-based assessment task. Submissions that exceed the word limit by more than 10% may incur a penalty of 10% of the awarded mark for each 10% over the word limit.

Review of results and appeals

Appeals should go to the unit coordinator - Dr Andrea Adam - in the first instance. As the unit coordinator for ELT501 is also the Course Coordinator, if unresolved, appeals are referred to the Faculty Executive (Education).

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is American Psychological Association (APA) referencing style as this style is the one most commonly adopted in SoTL journals.


Web site: owl.english.purdue.edu/owl/section/2/10

For information on presentation of assignments, including referencing styles:
http://utas.libguides.com/referencing

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/__data/assets/pdf_file/0006/23991/ord9.pdf

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student’s work. If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at: http://www.academicintegrity.utas.edu.au/

The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/students/plagiarism/ or follow the link ‘Rules / Policy’ under ‘Administration’ on the Current Students homepage http://www.utas.edu.au/students/.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

Generally, foreseeable work commitments will not be grounds for an extension. If you anticipate that work commitments, such as teaching offshore, may impact on your ability to satisfy the requirements of the unit, you are advised to notify the unit coordinator and negotiate alternative arrangements.

There is a range of University-wide support services available to you including Academic and Support Services and other services assisting with Student Life. Please refer to the Current Students homepage at: http://www.utas.edu.au/students/

Should you require assistance in accessing the Library visit their website for more information at http://www.utas.edu.au/library/
## Unit schedule

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic/Activity</th>
<th>University dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>23rd June</td>
<td><strong>Face-to-face classes for Hobart cohort</strong>&lt;br&gt;<em>Wednesday 25th to Friday 27th June</em></td>
<td></td>
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<tr>
<td>30th June</td>
<td>Access MyLO site for News and/or announcements</td>
<td></td>
</tr>
<tr>
<td>7th July</td>
<td><strong>Face-to-face classes for Sydney cohort</strong>&lt;br&gt;<em>Monday 7th to Wednesday 9th July</em></td>
<td>Orientation Week</td>
</tr>
<tr>
<td>14th July</td>
<td><strong>Assessment Task 1.1 due Monday 14th July, 2pm</strong>&lt;br&gt;Submit original ILOs and modified ILOs for review</td>
<td>Week 1 Semester 2 classes begin</td>
</tr>
<tr>
<td>21st July</td>
<td><strong>Assessment Task 1.2 due Friday 25th July, 2pm</strong>&lt;br&gt;Comments on peers’ ILOs</td>
<td>Week 2</td>
</tr>
<tr>
<td>28th July</td>
<td></td>
<td>Week 3</td>
</tr>
<tr>
<td>4th August</td>
<td><strong>Assessment Task 1.3 due Monday 4th August, 2pm</strong>&lt;br&gt;ILO Reflections</td>
<td>Week 4</td>
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<tr>
<td>11th August</td>
<td></td>
<td>Week 5</td>
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<tr>
<td>18th August</td>
<td>Library Webconference</td>
<td>Week 6</td>
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<tr>
<td>25th August</td>
<td></td>
<td>Week 7</td>
</tr>
<tr>
<td>1st September</td>
<td><strong>Formative Task 1</strong>&lt;br&gt;Annotate a document to share</td>
<td>Semester break</td>
</tr>
<tr>
<td>8th September</td>
<td></td>
<td>Week 8</td>
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<tr>
<td>15th September</td>
<td></td>
<td>Week 9</td>
</tr>
<tr>
<td>22nd September</td>
<td><strong>Assessment 2 due Monday 22nd September, 2pm</strong>&lt;br&gt;Submit via MyLO drop box</td>
<td>Week 10</td>
</tr>
<tr>
<td>29th September</td>
<td></td>
<td>Week 11 Burnie Show Day 3rd October</td>
</tr>
<tr>
<td>6th October</td>
<td><strong>Formative Task 2</strong>&lt;br&gt;Reflection on teaching</td>
<td>Week 12 Launceston Show Day 9th October</td>
</tr>
<tr>
<td>13th October</td>
<td></td>
<td>Week 13</td>
</tr>
<tr>
<td>20th October</td>
<td></td>
<td>Study Period&lt;br&gt;Hobart Show Day 23rd October</td>
</tr>
<tr>
<td>27th October</td>
<td><strong>Assessment Task 3 due Monday 27th October, 2pm</strong>&lt;br&gt;Submit via MyLO drop box</td>
<td>Examinations begin</td>
</tr>
</tbody>
</table>
## Assessment Rubrics

**ELT501 Assessment Task 1, Semester 2, 2014: Learning Outcomes Critique (15%)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ungraded Pass</th>
<th>Fail</th>
</tr>
</thead>
</table>
| Complete all task requirements (33%) | You completed all task requirements by the required due dates:  
   - Your first post included: original unit ILOs; modified unit ILOs; and an explanation for your proposed modifications.  
   - You provided comment on two of your colleagues’ ILOs. These comments addressed UTAS guidelines and policies and/or Biggs and Tang.  
   - Your final post included: a list of modified unit ILOs and a justification.  
   - Each component was completed by the required due date. | You completed some but not all of the required elements of the task and/or the comments you provided to peers did not address guidelines, teaching and learning theories and/or Biggs and Tang. |
| Propose ILOs in line with guidelines and policies, and principles and theories of teaching and learning (50%) | Your proposed ILOs were fully consistent with UTAS guidelines and policies; the theory of constructive alignment, as discussed in Biggs and Tang (2011); and other recommendations of Biggs and Tang (2011) | Your proposed ILOs deviated significantly from UTAS guidelines and policies; the theory of constructive alignment, as discussed in Biggs and Tang (2011); and/or other recommendations of Biggs and Tang (2011) without justification. |
| Justify your ILOs (17%) | You presented a compelling, thorough and succinct justification for the proposed ILOs. Your justification was supported by reference to relevant evidence from Biggs and Tang (2011) and/or UTAS guidelines and policies. You may have used additional sources of evidence. | You provided minimal justification for your proposed ILOs. |
**ELT501 Assessment Task 2, Semester 2, 2014: Assessment Essay (50%)**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>High Distinction (HD)</th>
<th>Distinction (DN)</th>
<th>Credit (CR)</th>
<th>Pass (PP)</th>
<th>Fail (NN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a feature or part of the assessment in need of improvement or where change would have a significant impact. (20%)</td>
<td>You clearly identified which feature(s) of the assessment you propose to change. You reflected critically on multiple sources of relevant evidence to support your choice.</td>
<td>You identified which feature(s) of the assessment you propose to change. You reflected critically on relevant evidence to support your choice.</td>
<td>You identified at least one feature of the assessment to change. You referred to relevant evidence when explaining your choice.</td>
<td>You identified at least one feature of the assessment to change. You explained your choice of assessment feature.</td>
<td>You discussed a broad range of potential assessment features for change and/or selected features of the unit assessment that are likely to have minimal impact if changed.</td>
</tr>
<tr>
<td>Describe a proposed change and use literature to explain why you proposed the change you did. (40%)</td>
<td>You clearly and succinctly described a proposed change to the assessment in the unit. You showed evidence of having engaged deeply with a variety of the literature in the area, including general teaching and learning literature, teaching and learning literature focussed on assessment, and teaching and learning literature in your discipline, to thoroughly justify and support your proposed change to assessment.</td>
<td>You clearly described a proposed change to the assessment in the unit. You showed evidence of having engaged with a variety of the literature in the area, including general teaching and learning literature, teaching and learning literature focussed on assessment, and teaching and learning literature in your discipline, to support your proposed change to assessment.</td>
<td>You described proposed change(s) to the assessment in the unit. Your justification for your proposed change was supported by reference to relevant literature, primarily from one or two of the following areas: general teaching and learning literature, teaching and learning literature focussed on assessment, and teaching and learning literature in your discipline.</td>
<td>You described proposed change(s) to the assessment in the unit at a general level. You cited evidence when discussing why you proposed the change you did. Your evidence relied heavily on a few sources and/or was primarily drawn from only one of the following areas of literature: general teaching and learning literature, teaching and learning literature focussed on assessment, and teaching and learning literature in your discipline.</td>
<td>You described proposed change(s) to the unit assessment at a superficial level. You cited a limited range of evidence.</td>
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<tr>
<td>Criterion</td>
<td>High Distinction (HD)</td>
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<td>Credit (CR)</td>
<td>Pass (PP)</td>
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<td>Explain how the new assessment aligns with the rest of the unit and addresses UTAS policy. (20%)</td>
<td>You explicitly evaluated the alignment of the new assessment with the rest of the unit, particularly the ILOs (as revised in assignment 1). You identified key requirements and recommendations from the: - Assessment Policy, - Rule 2 – Academic Assessment, and the - Guidelines for Good Assessment Practice, - and any other relevant UTAS rules, policies or guidelines, that the new assessment enacts. You clearly explained how the new assessment represents an authentic application of these recommendations and requirements.</td>
<td>You analysed the alignment of the new assessment with the rest of the unit, particularly the ILOs (as revised in assignment 1). You explained how the new assessment represents an authentic application of recommendations and/or requirements from at least two of the following sources: - Assessment Policy, - Rule 2 – Academic Assessment, and the - Guidelines for Good Assessment Practice, - and any other relevant UTAS rules, policies or guidelines.</td>
<td>You discussed the alignment of the new assessment with the rest of the unit. You described how the new assessment represents an authentic application of recommendations and/or requirements from at least two of the following sources: - Assessment Policy, - Rule 2 – Academic Assessment, and the - Guidelines for Good Assessment Practice, - and any other relevant UTAS rules, policies or guidelines.</td>
<td>You discussed the alignment of the new assessment at a superficial level. You mentioned elements of relevant UTAS rules, policies or guidelines when discussing the new assessment.</td>
<td>You mentioned alignment in a general sense. You referred to elements of UTAS rules, policies or guidelines with minimal relationship to your proposed assessment.</td>
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<td>Consider practical considerations when planning the change, such as student and staff workloads, and stakeholder reception, and plan how to enhance the reception of the new assessment by stakeholders. (10%)</td>
<td>You explicitly considered the impact of the changes on staff and student workloads, and proposed changes that are realistic. You concisely described how the new assessment will be received by stakeholders, including but not limited to: teaching staff, unit coordinators and students. You proposed realistic, specific strategies to enhance the reception of the changes amongst all of the different stakeholder groups.</td>
<td>You considered the impact of the changes on staff and/or student workloads, and proposed changes that are realistic. You described how the new assessment will be received by most stakeholders, including teaching staff, unit coordinators and students. You proposed realistic, specific strategies to enhance the reception of the changes amongst all of the stakeholder groups.</td>
<td>You described how the new assessment might impact staff and/or student workload. You described how the new assessment will be received by at least one stakeholder group. You described a strategy to enhance reception of the changes by at least one stakeholder group.</td>
<td>You mentioned how the new assessment might impact workload and/or how stakeholders might receive the changes. The strategies you described to enhance reception of the changes were of a general nature.</td>
<td>You proposed changes to assessment that are unrealistic in terms of workload. You made almost no mention of how stakeholders would receive the changes or strategies to support your proposed change.</td>
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<td>Communicate in academic writing in the discipline of higher education</td>
<td>In your assignment, you communicated in a clear and concise academic style where:</td>
<td>In your assignment, you communicated in a clear academic style where:</td>
<td>In your assignment, you communicated in a clear academic style where:</td>
<td>In your assignment, you communicated in an academic style where:</td>
<td>In your assignment, you communicated in an informal style where:</td>
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<td>(10%)</td>
<td>- you structured your assignment into an introduction, body and conclusion,</td>
<td>- you structured your assignment into an introduction, body and conclusion,</td>
<td>- there were logical groupings of ideas into sections,</td>
<td>- ideas were grouped into sections,</td>
<td>- you inconsistently followed the conventions of spelling,</td>
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<td>- there was a logical flow of ideas between sections,</td>
<td>- there was a logical flow of ideas between sections,</td>
<td>- you mostly followed English conventions of spelling,</td>
<td>- you often followed English conventions of spelling,</td>
<td>- grammar and punctuation, and</td>
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<td>- learning and teaching terminology was used and used correctly,</td>
<td>- learning and teaching terminology was used correctly,</td>
<td>- grammar and punctuation, and</td>
<td>- you used a mixture of American Psychological Association (APA) style and other styles of</td>
<td>- you used an idiosyncratic or academic style other than American Psychological Association (APA)</td>
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<td>- you consistently followed English conventions of spelling, grammar and punctuation,</td>
<td>- you followed English conventions of spelling, grammar and punctuation,</td>
<td>- you used a style based on American Psychological Association (APA) style.</td>
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<td>- you consistently and correctly used American Psychological Association (APA) style</td>
<td>- you used American Psychological Association (APA) style throughout the majority of your</td>
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<td>throughout the assignment.</td>
<td>assignment.</td>
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## ELT501 Assessment Task 3, Semester 2, 2014: Unit Outline Development (35%)

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<tr>
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<tr>
<td>Develop a new unit in accordance with the principles and theories of learning and teaching. (60%)</td>
<td>In your unit outline, you clearly aligned the assessment, and teaching and learning activities to the unit ILOs. The individual elements of your unit outline (e.g., ILOs, assessment, teaching and learning activities) were exemplars of good practice as supported by relevant literature and guidelines. Where you relied on principles and theories of learning and teaching beyond those discussed in Biggs and Tang (2011), the UTAS Guidelines for Good Assessment Practice, or documents you discussed in Assignments 1 or 2, you included a reference to supporting document(s).</td>
<td>In your unit outline, you aligned the assessment, and teaching and learning activities to the unit ILOs. The individual components of your unit outline (e.g., ILOs, assessment, teaching and learning activities) demonstrated many features of good practice as supported by relevant literature and guidelines. Where you relied on principles and theories of learning and teaching beyond those discussed in Biggs and Tang (2011), the UTAS Guidelines for Good Assessment Practice, or documents you discussed in Assignments 1 or 2, you mostly included a reference to supporting document(s).</td>
<td>In your unit outline, you aligned most elements of assessment and teaching and learning activities to the ILOs. You demonstrated features of good practice in the individual elements of your unit outline (e.g., ILOs, assessment, teaching and learning activities). Where you relied on principles and theories of learning and teaching beyond those discussed in Biggs and Tang (2011), the UTAS Guidelines for Good Assessment Practice, or documents you discussed in Assignments 1 or 2, you sometimes included a reference to supporting document(s).</td>
<td>In your unit outline, you aligned many elements of assessment and/or teaching and learning activities to the ILOs. You included ILOs, assessments and teaching and learning activities. While you demonstrated some elements of good practice in these components, there was room for further development.</td>
<td>In your unit outline, you aligned some elements of the unit. While you demonstrated some elements of good practice in the components of your unit outline, the unit outline deviated significantly from recommended practice in literature and guidelines.</td>
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</table>

<p>| Justify why the unit should be raised (30%) | In your justification, you clearly identified a gap in the University’s current course(s) and explained how the proposed unit will fill this gap. You justified raising the unit by providing insightful and relevant consideration of: - the perspective of discipline expert(s), - the perspective of experienced teacher(s) in the area, - the needs of industry/employers, - trends in Australian and/or international Higher Education. Your argument was succinct and compelling. | In your justification, you identified a gap in the University’s current course that the proposed unit will fill. You justified raising the unit by consideration of: - the perspective of discipline expert(s), - the perspective of experienced teacher(s) in the area, - the needs of industry/employers, - trends in Australian and/or international Higher Education. | You described how the proposed unit will add to the University’s offerings. You used two or more sources of evidence to justify why the unit should be raised. You related the presented evidence to the reasons provided for raising the unit. | You described different perspectives or stimuli for change that were related in a general way to the unit proposed. Your justification focussed heavily on one perspective or stimulus or touched lightly on a range of perspectives. | You discussed the creation of a new unit without deep consideration of why the University should raise the unit or where the unit would sit in a course. |</p>
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<tr>
<td>Present unit information in accordance with UTAS guidelines and policies in a provided template. (10%)</td>
<td>You included all information required in the provided unit outline template.</td>
<td>You included all information required in the provided unit outline template.</td>
<td>You included most of the information required in the provided template.</td>
<td>You included most of the information required in the provided template.</td>
<td>You included some of the information required in the provided template.</td>
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<td>All of the unit outline information you included was consistent with UTAS guidelines and policies, including the:</td>
<td>The majority of the unit outline information you included was consistent with UTAS guidelines and policies, including the:</td>
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<td>You wrote directly to the student in a style that was clear and coherent.</td>
<td>You communicated clearly with the student.</td>
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You included all information required in the provided unit outline template. All of the unit outline information you included was consistent with UTAS guidelines and policies, including the: – Code of Conduct for Teaching and Learning, – Assessment policy, and – the UTAS Unit Outline proforma. You wrote directly to the student in a style that was clear and coherent.
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<td>Develop teaching and learning activities for a selected topic of a unit in accordance with the principles and theories of university learning and teaching. (50%)</td>
<td>You clearly and succinctly explained your teaching approach and how the proposed activities and resources will achieve your aims for the session(s). Your teaching approach is an exemplar of best practice in student-centred teaching in higher education. You consistently and convincingly justified your choice of approach, activities and resources with the use of relevant general and discipline-specific teaching and learning literature.</td>
<td>You explained your teaching approach and described how the proposed activities and resources will achieve your aims for the session(s). Your teaching approach authentically reflects best practice in student-centred teaching in higher education. You justified your choice of approach, activities and resources with the use of relevant teaching and learning literature. You included reference to some discipline-specific teaching and learning literature.</td>
<td>You explained a teaching approach and activities that clearly related to your selected topic. Your teaching approach reflects key recommendations from literature and UTAS policies regarding university learning and teaching. You used teaching and learning literature to support your choice of teaching approach, activities and/or resources.</td>
<td>You described a teaching approach and activities for a selected topic. Your teaching approach reflects selected recommendations from literature and UTAS policies regarding university learning and teaching. You explained some of your teaching choices and included teaching and learning literature in the discussion of your teaching approach, activities and resources.</td>
<td>You described a range of teaching activities.</td>
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<tr>
<td>Explain why the chosen approaches and activities are appropriate for your context, students and discipline. (20%)</td>
<td>You provided a comprehensive justification for your teaching approach, activities and resources, using convincing evidence of their relevance to your students and their effectiveness and suitability within your context and discipline. Your evidence took a range of forms, including: reference to the literature, personal or peer reflections from teaching experiences, student feedback, both formal and informal. Your explanation was succinct and compelling.</td>
<td>You justified your teaching approach, activities and resources using evidence of their relevance to your students and their effectiveness and suitability within your context and/or discipline. Your evidence took a range of forms.</td>
<td>You described your teaching context, student cohort and discipline. You used relevant evidence to support your claims that the proposed teaching approach, activities and resources are appropriate for your context, students and/or discipline.</td>
<td>You described aspects of your teaching context, student cohort and discipline. You provided some evidence for why the proposed approach, activities and resources are appropriate for your context, students or discipline.</td>
<td>You discussed your teaching context at a general level. You provided unsuitable or minimal evidence to support any claims about your students, context or discipline.</td>
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<tr>
<td>Evaluate the alignment of the approaches and activities with the assessment and the rest of the unit. (30%)</td>
<td>You clearly and concisely evaluated the alignment of the proposed teaching and learning approach and activities with the unit ILOs and assessment. Your teaching and learning approach and activities align strongly with the rest of the unit or you explained appropriate and reasonable adjustments to achieve strong alignment.</td>
<td>You evaluated the alignment of the proposed teaching and learning approach and activities with the unit ILOs and assessment. Your teaching and learning approach and activities align with the rest of the unit or you discussed adjustments to improve alignment.</td>
<td>You discussed the alignment of the proposed teaching and learning approach and activities with both the unit ILOs and assessment. Your proposed teaching and learning approach and activities aligned with the core elements of the unit ILOs and assessment or you indicated a need for further adjustments.</td>
<td>You discussed the alignment of the proposed teaching and learning approach and activities with other elements of the unit. Your proposed teaching and learning approach and activities aligned with some elements of the unit ILOs and/or assessment.</td>
<td>You discussed alignment at a general level. The proposed approach and/or activities did not align with important elements of the unit.</td>
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