USC

COURSE OUTLINE

EDU700 Professional Learning

Course Coordinator: Alison Black (ablack1@usc.edu.au) **School:** School of Education and Tertiary Access

2022	Semester 1

Online		ONLINE	You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

Professional Learning provides you with an opportunity to reflect on yourself as a learner and consider professional learning in today's world. You will engage with a range of orientations/theories/concepts about adult learning and use these as a lens for understanding your own learning context, experiences, goals, questions, interests and ways of knowing. Embarking on a self-directed, self-selected inquiry/project of self-study, you will engage in deep reflection as you link theory and practice, creating a portfolio to document new understandings about yourself as a learner.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	13 times
Tutorial/Workshop 1 – Online only. The scheduled tutorials/workshops will involve synchronous technology-enabled learning and teaching experiences via Zoom. A mix of synchronous and asynchronous materials and activities accessed through Canvas will support online tutorials/workshops. Additional modalities may support learning in this course.	2hrs	Week 1	13 times
Independent Study/Research – In addition to attending the online scheduled tutorials/workshops, engaging with the learning materials, and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases and the required/recommended textbooks and resources.	2hrs	Week 1	13 times

1.3. Course Topics

- Personal and experiential orientations to Professional Learning
- Theoretical and philosophical orientations to Professional Learning
- Positioning self within the discourses of learning as a 'learner' and/or a 'leader' of Professional Learning
- Constructing and engaging in a personal/professional learning inquiry within an environment and field of Professional Learning

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Locate, read, understand and evaluate educational research that supports reflection on and development of an inquiry/professional learning project.	Empowered Sustainability-focussed
2	Demonstrate knowledge and understanding of professional learning through discussion of current orientations/ perspectives/ theories/ concepts and their application.	Knowledgeable Empowered
3	Articulate how professional learning and reflection on professional learning supports development and change in thinking, knowledge, skills, approaches, and education practice.	Ethical Sustainability-focussed
4	Effectively communicate knowledge and reflection on professional learning to colleagues through planning documents, literature reviews, artefact and portfolio development.	Knowledgeable Empowered
5	Demonstrate an ability to use and apply effective communication strategies in a variety of contexts to produce and present quality and professional work.	Engaged

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED703, ED704, ED705, ED501, ED508 or any postgraduate program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Time and support will be given in online tutorials to assist you in undertaking your assessment tasks. You will have an opportunity to share your plan and reflections with peers and undertake peer review via the EDU700 Canvas site as well as during the week 3 and week 5 class. Please note that whilst not weighted, Task 1 is due in week 3. This task supports early feedback.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Plan	Individual	0%	500 words	Week 3	Online Discussion Board
All	2	Literature Review (or component)	Individual	40%	2000 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	60%	4000 words or equivalent	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Professional Learning Plan

GOAL:	The goal of this task is to develop a plan for your inquiry/professional learning project that you will undertake across the semester.
PRODUCT:	Plan
FORMAT:	The professional learning plan should be approximately 500 words in length. By Friday of Week 3, you will share your plan via the 'peer feedback' Discussion in the EDU700 Canvas site. This will support lecturer and peer review and feedback.

You will describe your planned inquiry focus (i.e. reflecting on previous professional learning or leadership; undertaking and reflecting on new professional learning; or undertaking and reflecting on current experiences of leading professional learning in your educational context). If you are engaging in a retrospective focus of learning/leadership that has been undertaken previously (i.e. in the last 12-18 months), you need to identify if your focus is on your participation in professional learning as a 'learner', or, if your focus is on your 'leadership' of professional learning.

Your plan will identify guiding questions or goals for your inquiry and offer some contextualisation for how your plan connects to your own professional learning journey. You will also identify possible learning orientations/perspectives/theories/concepts that might frame your inquiry and identify some relevant literature that might support your project development and reflection. Your textbook will support these processes. |

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Reflection on personal learning and identification of inquiry learning goals or guiding questions	④
	2	Identification of a professional learning program individually tailored to your current engagement in professional learning/leadership; and identification of potentially related learning orientations/perspectives/theories/concepts	① ②
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	⑤

All - Assessment Task 2: Literature Review

GOAL:	The goal of this task is to generate a review of relevant contemporary literature which discusses current orientations/perspectives/theories/concepts of learning and communicates your knowledge and application of these in terms of how they pertain to your particular professional learning inquiry.
PRODUCT:	Literature Review (or component)
FORMAT:	You will generate a 2000 word Literature Review. This review will show you understand the characteristics, qualities and importance of professional learning/adult learning/life-long learning.
	It will provide a background to your inquiry/professional learning project by identifying the key ideas/concepts/orientations/perspectives/theories/approaches to learning underpinning your inquiry/professional learning project. The literature you review and critique will link to your particular inquiry focus and your inquiry questions/goals.
	You will use this scholarly literature to identify selected concepts/areas/approaches informing your professional learning inquiry. Your review will highlight significant themes or issues emerging from readings and research and you will discuss what these might mean in the context of your inquiry/project and your own professional learning or leadership.

CRITERIA:	No.		Learning Outcome assessed
	1	Demonstration of knowledge of a range of concepts/theories/orientations of learning through engagement with relevant & up to date literature	① ②
	2	Identification of the relationships of your selected concepts/approaches to learning generally and to your own professional learning specifically	④
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	④ ⑤

All - Assessment Task 3: Professional Portfolio

GOAL:	The goal of this task is to compile a portfolio that demonstrates your ability to document and critically reflect on your own professional learning.
PRODUCT:	Portfolio
FORMAT:	You will compile a 4000 words or equivalent Professional Portfolio.
	Your portfolio will provide evidence of your engagement in professional learning and document the enactment and outcomes of your learning inquiry/project. Your portfolio will describe and document the developmental processes and learning that have taken place as your inquiry/project has unfolded (such as changes in thinking knowledge, skills or approaches).
	Your personal/professional reflection will be highlighted in your portfolio through the use of a range of artefacts (such as images, story maps, concept maps, time-scapes, multi- media, tables, diagrams, logs, journaling, creative outputs, responses to readings or chapter activities, conversation transcripts, other).
	You will emphasise the professional learning approaches and concepts/theories/perspectives etc you have explored, found meaningful and applied; and the personal/professional learning that has resulted. You will highlight 'aha moments' and potential implications for your practice, participation in, and leadership of, professional learning in future educational contexts.
	In Week 13, you will present and share highlights of your completed folio via an informal presentation in your online tutorial and via the 'Peer Feedback' Discussion in Canvas.

CRITERIA:	No.		Learning Outcome assessed
	1	Compilation of a portfolio that evidences engagement in professional learning & inquiry & documents reflection, and development or changes in thinking, knowledge, skills or approaches using a range of artefacts	③ ④
	2	Compilation of a portfolio that demonstrates critical engagement with relevant & up to date literature about professional learning	②
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	⑤

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1 Personal & Experiential Orientations to Professional Learning	Canvas tasks and personal/professional reflection Inquiry planning
Module 2 Theoretical & Philosophical Orientations to Professional Learning	Reading and research Literature review
Module 3 Building a Professional Portfolio	Folio and artefact creation Application of literature to own life and learning

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Sharan B. Merriam,Laura L. Bierema	2013	Adult Learning	n/a	John Wiley & Sons

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

All assessment extension requests must be made prior to the assessment submission deadline using the online EDU700 Extension Request Form.

Evidence must be provided and be in one of the recognized forms as per clause 7.9.2 of the USC Assessment Policies and Procedures document.

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au