Course Outline

Code: EDU704
Title: Pedagogies for Engagement

Faculty: Science, Health, Education and Engineering
School: Education
Teaching Session: Semester 1
Year: 2018
Course Coordinator: Dr Susan Simon Tel: 5430 1286 Email: ssimon@usc.edu.au
Course Moderator: Associate Professor Deborah Heck

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
   Through studying this course, you will critically reflect on assumed best practice in teaching in your specific learning context, and have opportunities to deepen your understanding of pedagogy, improve your own teaching practice and be able to make significant contributions to teaching and learning in your context. You will reflect critically on your own practice in relation to teaching and articulate a personal teaching philosophy. You will engage in learning within a community of practice designed to put into practice the theory and research explored in the course.

   1.2 Course topics
   - Understandings of pedagogy
   - Pedagogies that build intellectual rigour, connectedness, supportive learning environments and those that build on diversity
   - Online pedagogies
   - Pedagogies and specific teaching strategies that facilitate effective learning
   - Characteristics of learning and professional portfolios
   - Evaluation of pedagogies.

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?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
</table>
| Investigate and make decisions about key features of effective teaching in your professional contexts, using current educational research literature. | 1a. Text investigation plan  
1b. Text investigation  
2. Pedagogies Framework Presentation | Empowered, having both the capacity and confidence to pursue the attainment of full potential |
| Analyse and communicate pedagogical approaches that align with the needs of the profession. | 1a. Text investigation plan  
1b. Text investigation  
3. Pedagogies Portfolio | Knowledgeable, building disciplinary and interdisciplinary knowledge, through a scholarly approach incorporating global and regional perspectives. |
| Examine and select pedagogical approaches, and justify an adopted personal teaching philosophy. | 2. Pedagogies Framework Presentation  
3. Pedagogies Portfolio | Sustainability-focused, responding to ecological, social and economic imperatives |
| Critically reflect on your own practice in relation to teaching in your own context and in terms of learner engagement. | 2. Pedagogies Framework Presentation  
3. Pedagogies Portfolio | Empowered, having both the capacity and confidence to pursue the attainment of full potential |

5. Am I eligible to enrol in this course?
Refer to the [USC Glossary of terms](https://www.usc.edu.au/glossary) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment Restrictions
Students must be enrolled in Program ED501, ED508, ED702, ED703, ED704, ED705 or any postgraduate program.

5.2 Pre-requisites
Nil

5.3 Co-requisites
Nil

5.4 Anti-requisites
Nil

5.5 Specific assumed prior knowledge and skills (where applicable)
Nil

6. How am I going to be assessed?
6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL) Standard
## 6.2 Assessment Tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Tasks</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>Duration / length</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Text Investigation plan</td>
<td>Individual</td>
<td>0%</td>
<td>1 page</td>
<td>Week 4 in class or by Friday 5pm for online students</td>
<td>In class or Discussion Board on Blackboard for online students</td>
</tr>
<tr>
<td>1b</td>
<td>Text Investigation</td>
<td>Individual</td>
<td>30%</td>
<td>2000 words</td>
<td>Week 6 Friday 5pm</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>2</td>
<td>Pedagogies Framework</td>
<td>Individual</td>
<td>40%</td>
<td>20 min</td>
<td>Week 10 and 11 in class</td>
<td>Blackboard (SafeAssign)</td>
</tr>
<tr>
<td>3</td>
<td>Pedagogies Presentation</td>
<td>Individual</td>
<td>30%</td>
<td>3000 words</td>
<td>Week 13 Friday 5pm</td>
<td>Blackboard (SafeAssign)</td>
</tr>
</tbody>
</table>

### 100%

**Assessment Task 1: Task 1a and 1b: Text Investigation**

**Goal:** The goal of this task is to determine the ways in which chosen texts construct effective pedagogy and to evaluate the usefulness of the texts for your own understanding of pedagogy.

**Product:** Text Investigation

**Format:**

- **Task 1a:** Task 1a is the essay plan which will be brought to class during Week 4 for tutor and peer feedback for face-to-face students, or uploaded to Discussion Board on Blackboard for online students. The plan should indicate which texts have been chosen and how the text investigation will be structured to demonstrate how effective pedagogy is constructed within the texts and how each text has contributed to an understanding of pedagogy.
- **Task 1b:** The text investigation is 2000 words in length and is written in expository style. It should include an introduction that has a two-fold purpose:
  - provides a very brief outline of the context in which the participant works, particularly in relation to the teaching aspects of the role.
  - introduces the themes that emerge from the analysis of texts (e.g. effective pedagogy requires teaching that is inclusive of the diverse range of students in the group).

The conclusion of the Text Investigation also has a two-fold purpose:

- synthesizes the themes evaluated throughout the commentaries
- provides a short statement about what the investigator considers to be key priorities in relation to teaching in their context

**Criteria:**

1. Critical analysis and application of current educational research literature in the field of pedagogical engagement.
2. Examination and communication of the importance of pedagogical approaches for impacting learning.
3. Justification of key teaching priorities for learner engagement.
4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.

**Generic skill assessed**     **Skill assessment level**

- Information literacy: Specialised
- Organisation: Specialised
### Assessment Task 2: Pedagogies Framework

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to demonstrate your capacity to reflect on your developing understanding and beliefs about pedagogy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Pedagogies Framework.</td>
</tr>
<tr>
<td>Format:</td>
<td>The framework should consist of 3 or 4 key areas or priorities related to your own teaching practice with an elaboration of each priority. You will present the framework to your peers and engage the group in active learning which will demonstrate an aspect of your pedagogical framework. You should discuss how the framework can be used in your current or future teaching context. Relevant literature should be used to inform and scaffold the framework. Formative feedback will be provided prior to submission.</td>
</tr>
</tbody>
</table>
| Criteria: | 1. Justification of selected features for effective teaching in your professional context.  
2. Justification of decisions made to articulate a personal teaching philosophy.  
3. Critical reflection on own teaching practice and degree of learner engagement.  
4. Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions.  
5. Oral communication skills. |
| Generic skill assessed |  
| Organisation | Specialised |
| Communication | Specialised |

### Assessment Task 3: Pedagogies Portfolio

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The goal of this task is to critically reflect on your own teaching practice and produce a Portfolio that demonstrates pedagogical understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>A Pedagogies Portfolio</td>
</tr>
</tbody>
</table>
| Format: | The Portfolio must contain three artefacts with commentary for each on how it demonstrates pedagogical understanding or development. These three required artefacts must include:  
One compulsory artefact:  
- Statement of Personal Teaching Philosophy (1000 words). This builds on the previous two assessment items.  
PLUS two from the following list of suggested artefacts:  
- Peer Feedback with accompanying analysis which is informed by relevant literature  
- Action Plan (based on a relevant teaching policy) for possible implementation in own context with justification based on relevant literature  
- CV extract which highlights professional practice in relation to teaching practices with accompanying commentary that draws on relevant literature  
- Past selection Criteria / job applications that demonstrate understanding of pedagogy with commentary on alignments/changes in understanding  
- Examples of teaching materials and resources with commentary  
- Self-evaluation statement, which reflects on both strengths and areas needing development in terms of pedagogical practice and which draws on relevant literature.  
- Audio-visual evidence of teaching practice with commentary  
- Student Feedback on Teaching (SFT) results or informal student feedback with accompanying analysis that draws on a framework such as SWOT (Strengths, Weaknesses, Opportunities and Threats) as well as relevant literature  
- Past statements of teaching philosophy with commentary on alignments/changes in understanding  
- Other artefacts as negotiated  
Formative feedback will be provided prior to submission. |
| Criteria: | 1. Justification of decisions made to articulate a personal teaching philosophy. |
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2. Critical reflection on your own practice in relation to teaching.
3. Analysis and communication of pedagogical approaches that align with the needs of the profession.
4. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

<table>
<thead>
<tr>
<th>Generic skill assessed</th>
<th>Skill assessment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Specialised</td>
</tr>
<tr>
<td>Organisation</td>
<td>Specialised</td>
</tr>
</tbody>
</table>

7. What are the course activities?

7.1 Directed Study Hours
2 hours x 13 weeks (face-to-face)
2 hours equivalent x 13 weeks (online) with no requirement for attendance on campus

7.2 Teaching Semester/Session(s) Offered
Sippy Downs: Semester 1

7.3 Course content

<table>
<thead>
<tr>
<th>Teaching Week / Module</th>
<th>What key concepts/content will I learn?</th>
<th>What activities will I engage in to learn the concepts/content?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Directed Study Activities</td>
</tr>
<tr>
<td>1</td>
<td>What is pedagogy? What is effective pedagogy in your context? Why is effective pedagogy important?</td>
<td>Introduction to the course.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching experience of participants shared face-to-face and on Discussion Board on Blackboard for online students. Overview of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Text Investigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Pedagogies Framework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Pedagogies Portfolio</td>
</tr>
<tr>
<td>2</td>
<td>What are your pedagogical orientations? What are the dominant/favoured pedagogical orientations in your work context? How can we reflect on our teaching?</td>
<td>In-depth exploration of Assessment Task 1 requirement. Orientation to Text Investigation</td>
</tr>
<tr>
<td>3</td>
<td>How can we apply a theoretical lens to explore pedagogies and texts about pedagogies?</td>
<td>Assessment support activity: Modelling of Text Investigation</td>
</tr>
<tr>
<td>4</td>
<td>How do students learn? Engaging students in learning.</td>
<td>Stimulus material, case study and/or guest presenter. Peer and tutor feedback on Task 1a: Text Investigation Plan shared face-to-face and on</td>
</tr>
</tbody>
</table>


Teaching Perspectives Inventory
http://teachingperspectives.com

Biggs and Tang (2008). Teaching for Quality Learning at University, Ch 2: Teaching according to how students learn

| 7 | Which pedagogies build supportive learning environments? How are schools implementing school-wide pedagogies and how effective are they? Stories of Practice research based on local DETE schools (Heck, Christie, Simon and Higgins, 2013). | Supportive Learning Environments Workshop for face-to-face students and through digital interaction with online students In-depth exploration of Assessment Tasks 2 and 3 requirements. | Productive Pedagogies Classroom Reflection Manual Crowther, Andrews and Conway (2013). School-wide Pedagogy – Vibrant new meaning for teachers and principals – selected readings |
| 10 | Assessment Task 2: Pedagogies Framework Pt 1 | Task 2 Pedagogies Framework – student presentations (face-to-face) and uploaded to Blackboard (online). Practical Portfolio session using past examples. | Productive Pedagogies Classroom Reflection Manual |
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| 11 | Assessment Task 2: Pedagogies Framework Pt 2 | Task 2 Pedagogies Framework - student presentations (face-to-face) and uploaded to Blackboard (online). Practical Portfolio session using past examples. | Productive Pedagogies Classroom Reflection Manual |
| 12 | What is the nature of a Learning Portfolio? How does this differ from a Professional Portfolio? | Portfolio work | Ewing, R. and Harbon, L. (nd). Developing your professional portfolio (ppt presentation) |

Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?
Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed Text(s)
Please note that you need to have regular access to the resource(s) listed below as they are required:
Readings available electronically during course.

8.2 Specific Requirements
It is expected that you will require: Internet access and a personal computer (recommendations from information and technology services are available at the following link: https://usc.custhelp.com/app/answers/detail/a_id/1371). This requirement is for one campus and online students.

9. Risk management
Health and safety risks for this course have been assessed as low.
It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

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

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

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching
10.6 General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au