



UNIVERSITY LEARNING AND TEACHING COURSE OUTLINE

Autumn 2012

Course code:	Not applicable
Course name:	University Learning and Teaching
Credit points:	Participants may apply for 8 pts credit towards a Graduate Certificate in Higher Education (AQF Level 8), offered by the Faculty of Education
Pre/co-requisites:	Nil
Mode of delivery:	Blended
Delivery location:	Wollongong

Version history and subject improvements

2nd edition

Dr. Catherine Layton: changes reflect increasing variation in modes of delivery across UOW, feedback from participants and changing demands. 2011

1st edition

Assoc. Professor Gordon Joughin, ADU 2009

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Within Australia telephone (02) 4221 3920; international +61 2 4221 3920.

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Contacts

ULT Co-ordinator

Name: **Dr Catherine Layton**
Centre for Educational Development, innovation and Recognition

Location: 39.254F
Telephone: 61 242215628
Email: cathlay@uow.edu.au

Consultation times: As negotiated

GSM Faculty Development Program (FDP) Co-ordinator

Name: **Ms Helen Simpson**
Graduate School of Medicine

Location: 28.G09A
Telephone: 61 242215352
Email: hsimpson@uow.edu.au

Consultation times: As negotiated

Negotiated Project Co-ordinator

Name: **Associate Professor Geraldine Lefoe**
Centre for Educational Development, innovation and Recognition

Location: 39.254D
Telephone: 61 242213193
Email: glefoe@uow.edu.au

Consultation times: As negotiated

Course Details

Outline

The blended University Learning and Teaching Course (bULT) is a work-based professional development program for university teachers designed to enhance teaching effectiveness, recognise expertise and provide an educational context for ongoing career development. bULT can be undertaken in one of three ways:

- 1A: a one or two session blended program of study, providing two one-day intensive workshops at the beginning of the first session and two half-day workshops at the end of the first and/or second session, with selected workshops and/or online modules in between these; or
- 1B: the GSM modular Faculty Development Program, for staff employed by the GSM, which includes some modules offered by CEDiR; or
- 1C: credit for equivalent achievements, negotiated at an individual level for both those with an extensive background in university learning and no associated qualification, or those who have successfully completed FlexiULT.

Blended ULT (1A):

This program offers immediate practical support as well as a framework for ongoing reflective practice and further development or study. You explore key concepts of teaching and learning, increase your capacity to draw on active and inclusive teaching strategies, engage in and reflect upon teaching with a peer, and complete a negotiated project about teaching and/or learning in your discipline. Participants collectively select which of the possible online modules will be formally used. Other modules may be made available for independent study.

GSM Faculty Development Program (1B):

This program requires staff to undertake a sufficient number and depth of modules, from a wide array on offer, related to their areas of teaching GSM medical students. Modules combine theory and practice, active participation and interactivity, reflection and peer feedback. Role play and rehearsal techniques are also used.

Blended ULT (1C): Credit for equivalent achievements

This program is for those teaching staff with experience of teaching who do not have the qualifications required for an exemption from ULT, and for those who have successfully completed FlexiULT. It involves a collegial enquiry into ways in which the evidence from the participant's teaching or educative practice can be translated into a persuasive case for recognition. Note that participants will need to demonstrate that they have met the ULT outcomes, rather than that they have undertaken a particular number or sequence of modules.

Learning Outcomes

Three types of learning outcomes are described overleaf: those related to ULT directly and to UOW Graduate Qualities (for those undertaking ULT as a stand-alone course), and those related to the Australian Qualifications Framework (for those who intend to apply to the Faculty of Education for credit towards a postgraduate qualification in learning and teaching in Higher Education).

ULT Course

Through successful completion of this course, you will be able to:

- apply your developing understanding of learners and learning to your teaching; design and implement effective learning experiences for your students; reflect upon feedback from students and colleagues in order to evaluate and improve your teaching practice;

- access and use University policies and guidelines relevant to teaching, learning and assessment;
- access and utilise literature on teaching, learning and assessment in higher education; and
- value and share your own and your colleagues' experiences and knowledge of teaching.

Graduate Qualities

As a course designed assist you in supporting students' acquisition of graduate qualities, the teaching and learning processes used in bULT allow you to become:

- more informed about teaching and learning in higher education, familiar with critical issues, and able to apply developing knowledge and insights to your teaching;
- independent learners in the field of university learning and teaching, able to access ideas and practices from a variety of sources, and critically evaluate and apply these in the context of your own teaching practice;
- problem solvers when confronted with challenging issues in teaching, able to respond to these critically and creatively, seeking to attain high standards through flexible, innovative approaches to teaching;
- effective communicators about teaching and learning, willing and able to share ideas and practices with colleagues in the university and beyond; and
- responsible university teachers who are aware of the impact of their teaching on students and colleagues and who act with a high degree of integrity as a part of the local, national and international community of university teachers.

Australian Qualifications Framework Learning Outcomes

Successful completion of this course allows you to apply for 8 points of credit towards the Graduate Certificate in Higher Education in the UOW Faculty of Education. Graduates of a Graduate Certificate will achieve learning outcomes at level 8. This means that, when undertaking ULT, if you intend to pursue a Graduate Certificate, your studies should allow you to attain the AQF level 8 outcomes, that is:

Knowledge

- The acquisition and application of knowledge and skills in a new or existing discipline or professional area.

Skills

- Cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems;
- Cognitive skills to think critically and to generate and evaluate complex ideas;
- Specialised technical and creative skills in a field of highly skilled and/or professional practice;
- Communication skills to demonstrate an understanding of theoretical concepts; and
- Communication skills to transfer complex knowledge to a variety of audiences.

Application

- Making high level, independent judgements in a range of technical or management functions in varied specialised contexts;
- Initiating, planning, implementing and evaluating broad functions within varied specialised technical and/or creative contexts; and
- Accepting responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.

Recent changes to ULT

The ULT program has undergone a series of modifications in recent years in response to participant feedback (at UOW, UOWD, and in Saudi Arabia); changing demands, such as programs for general, Wollongong College Australia and casual staff; the need to distinguish between the formal evaluative peer review process and the developmental peer observation partnership process, and to value observation as a learning process in its own right; and the increased possibilities of the online learning environment for access to learning modules on an as-needed basis.

These drivers have led to the development of a work-integrated and blended program. Whilst the theoretical underpinnings of ULT as a whole have been retained, sessions have been relocated and reframed, new online components have been developed, and tasks and assessment requirements have been more fully aligned with nationally recognised criteria for excellence in teaching and the AQF Level 8 criteria.

Study Time

Participants should note that UOW policy equates 1 credit point with 2 hours of study per week that includes lectures and tutorials. For example, in an 8 credit point subject, a total of 16 hours of study per week is expected. You may seek approval to extend your ULT studies over two semesters.

Key dates for Blended ULT (1A) in 2012

Pre-Course Activity	Face-to-face workshops
Autumn cohort 1-12 February, 2012	13 & 14 Feb 2012
	9, 11 or 12 April, 2012. 1 ½ hour optional get-togethers on Structured Peer Observation (videoconference) – 1.30 – 3.00.
	9 or 10 Jul 2012
Spring cohort 18 – 26 Jun, 2012	27 & 28 Jun, 2012
	24, 26 or 27 Sept, 2012. 1 ½ hour optional get-togethers on Structured Peer Observation (videoconference) – 1.30 – 3.00.
	11 or 12 Nov 2012

Key dates for 1B

To obtain key dates for the Graduate School of Medicine Faculty Development Program, please contact the FDP Coordinator, Helen Simpson, on extension 5352, or hsimpson@uow.edu.au.

Key dates for 1C: Credit for equivalent achievements

This program is for those teaching staff with experience of teaching who do not have the qualifications required for an exemption from ULT, and for those who have successfully completed FlexiULT. It involves a collegial enquiry into ways in which the evidence from the participant's teaching or educative practice can be translated into a persuasive case for recognition. Note that participants will need to demonstrate that they have met the learning outcomes for ULT, rather than that they have undertaken a particular number or sequence of modules.

Dates	Activities
17 Jan, 2012 (1.30-3.30) OR 19 Jan, 2012 (9.30-11.30)	Initial workshop
27 Feb – 25 Jun, 2012 OR 23 July – 15 Nov, 2012	Individual/group consultations and discussions of data, as needed
As negotiated	Recognition of case

Study Schedule

bULT (1A) Program

Pre-Course Activity					
1 Feb, 2012 or before; 19 June, 2012 or before:					
Teaching Context Plan, in preparation for Assessment 1					
Full-day workshop • 13 Feb, 2012	Full-day workshop 14 Feb, 2012	Online modules / Workshops (March-June, 2012) ¹	Half-day workshop 9 or 10 Jul, 2012 (a.m.)	Half-day workshop 9 or 10 Jul, 2012 (p.m.)	
<ul style="list-style-type: none"> • Introduction to ULT • Learners and learning • Active learning • Learning outcomes & alignment 	<ul style="list-style-type: none"> • Assessing learning 1 • Preparing for Structured Peer Observation • Assessing learning 2 • Negotiated project planning • Selection of online modules 	<ul style="list-style-type: none"> • 15/2/12 – 2/3/12 (22/2/12) Facilitating Groups • 12/3/12 – 30/3/12 Teachers & Teaching in my Discipline • 15/2/12 – 20/7/12 Structured Peer Observation • 15/2/12 – 3/8/12 Negotiated Project 	<ul style="list-style-type: none"> • Education, philosophy & your discipline • Evaluating learning and teaching 	<ul style="list-style-type: none"> • Practice sharing 	
		Compulsory Modules²			
		Optional Activity			<ul style="list-style-type: none"> • 9/4/12 – 13/4/12 Structured Peer Observation get-togethers: feedback & feed-forward (1½ hours)
		Moderated Electives			Three selected modules, offered 2/4/12 – 27/4/12 (20/4/12); 4/5/12 -25/6/12 (18/5/12); 1/6/12 – 22/6/12 (15/6/12)

¹ Workshop/videoconference dates are in bold type.

² Both modules are online simultaneously; there is no workshop for Teachers and teaching in my discipline.

Moderated Electives

As a group, you will be selecting which of the following electives are moderated, and these will be offered between 2 April and 7 July. The order of these modules will be decided once your selection is made. The remaining modules will be available as online resources.

Assessing group work

This module enables you to consider how to align group work with appropriate learning outcomes and graduate qualities; apply principles of equity, consistency, transparency and collegiality to assessment of group work, and share good practice and tools to support fair assessment of individual contributions to group work.

Critical thinking

Critical thinking requires students to investigate the assumptions that guide their decisions, actions and perspectives. The module will investigate a range of approaches (such as inquiry-based learning and problem-based learning), as well as strategies and resources useful in teaching for critical thinking.

Curriculum matters

This module will draw you into the process of reflecting on, reviewing, and redesigning a subject from a constructive alignment perspective. It provides you with the opportunity to consider the function of learning outcomes, graduate qualities, teaching and learning strategies and assessment tasks in developing effective student learning.

Frameworks for Higher Education

To contextualise our practice, it is important to understand some key influences on Higher Education, at local, national and international levels. These include, but are not limited to, the University of Wollongong Act (1989), TEQSA, the Australian Qualifications Framework, AUQA and the Bologna Protocol. This module explores how these factors affect our work.

Inclusive teaching

This module looks to the worlds of practice for which we are preparing our students and the pedagogies we use. Whatever their discipline, it is likely that they will encounter cultural differences. How best can we prepare them for this future, both when they are in classrooms where diversity is the norm, and also where students and staff are, at first glance, from very similar cultural backgrounds?

Internationalisation of teaching and learning

This module focuses upon the incorporation of international and intercultural dimensions in curriculum design and in teaching and learning strategies. It will assist you to facilitate students' learning in ways that ensure they develop the knowledge, skills, attitudes and awareness needed to participate effectively as citizens and professionals in a local and global context that is characterised by rapid change and increasing diversity.

Leading teaching teams

This module will support and enhance coordinators' leadership and management of teaching teams by engaging coordinators in reflective practices and in the identification of quality processes and resources.

Learning-teaching-research nexus

A model is presented of the relationships between learning, teaching and research that is dynamic and focused on socially-related meaning-making by academics and students as learners and knowledge-builders (Brewer, 2006). It is discussed in the light of the UOW Learning-Teaching-Research Nexus, and of your experiences.

Lecturing large classes

The challenges in lecturing large classes include how to teach in ways that allow students to think about what they are learning and actively engage with the information, and how to get ongoing and timely feedback on their understanding. This module explores ways of effectively responding to these challenges.

Short-circuiting classroom conflict

This module seeks to extend your understanding of establishing guidelines and expectations for students. It involves examining some scenarios of student behaviour, establishing ground rules, and discussing ways of dealing with challenging behaviour.

Major Texts

Bell, M. (2005). *Peer Observation Partnerships in Higher Education*. Sydney: Higher Education Research and Development Society of Australasia. 371.102/241

Hattie, J. (2011). *Visible Learning for teachers: maximising impact on learning*. London: Routledge.

Kandlbinder, P. & Peseta, T. (Eds.). (2011). *Higher education research and development anthology*. Milperra, VIC: HERDSA.

Richlin, L. (2006). *Blueprint for learning: constructing college courses to facilitate, assess, and document learning*. Sterling: Stylus Publishing, LLC.

Recommended Readings

This is not an exhaustive list, but includes readings that provide examples of good practices, and that underpin the premises of ULT itself. You are encouraged to use the UOW Library catalogue and databases, and the ULT Library in Building 39, to locate additional resources. Readings are provided for each module, and may not be in the list below.

Ballantyne, R., Bain, J., & Packer, J. (Eds.). (1997). *Reflecting on university teaching: academics' stories*. Canberra: Committee for University Teaching and Staff Development.

Biggs, J. and Tang, C. (2008). *Teaching for Quality Learning at University*. (3rd edition). Open University Press: Buckingham. 378.125/45

Bligh, D.A. (2000). *What's the use of lectures?* San Francisco: Jossey Bass.

Boud, D. (Ed.). (1995). *Enhancing Learning through Self Assessment*. London: Kogan Page. 378.167/5

Brookfield, S.D. (2006). *The Skilful Teacher*. San Francisco: Jossey-Bass. 378.125/43

Brookfield, S. D., & Preskill, D. (1999). *Discussion as a way of teaching*. Open University Press: Buckingham. 378.1795/6

Brown, S., & Race, P. (Eds.) (2003). *Lecturing: A Practical Guide*. London: Kogan Page. 378.1796/7

Cannon, R. and Newble, D. (2002). *A Handbook for Teachers in Universities and Colleges*. (4th edn.). London: Kogan Page. 378.17/9

Carless, D., Joughin, G., Liu, N-F, & Associates (Eds.). (2006). *How assessment supports learning: learning oriented assessment in action*. Hong Kong: Hong Kong University Press.

Carroll, J. (2002). *A Handbook for Deterring Plagiarism*. Oxford: Oxford Centre for Staff and Learning Development

Cultural diversity handouts. URL: www.tedi.uq.edu.au/cdip

Dunn, L. Morgan, C. O'Reilly, M. & M. Parry, S. (2003). *Student Assessment Handbook: New Directions in Traditional and Online Assessment*. London: Kogan Page. 378.167/6

Exley, K. & Dennick, R. (2004). *Small Group Teaching: Tutorials, Seminars and Beyond*. London:

Routledge Falmer. 378.1795/8

Forster, F., Hounsell, D. and Thompson, S. (Eds.) (1995). *Tutoring and demonstrating: a handbook*. Edinburgh: CTLA, University of Edinburgh. 378.125/36

Gibbs, G. (2009). The assessment of group work: lessons from the literature. URL: <http://www.brookes.ac.uk/aske/documents/Brookes%20groupwork%20Gibbs%20Dec%2009.pdf>.

Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 Interesting Ways to Appraise Your Teaching*. Bristol: TES. 378.125/11

Hazel, E., & Baillie, C. (1998). *Improving Teaching and Learning in Laboratories. HERDSA Gold Guide series, No 4*. Canberra: HERDSA. 507.11/9

Jacques, D. & Salmon, G. (2007). *Learning in Groups*. (4th edn.). London: Routledge.

Joughin, G. (Ed.) (2009). *Assessment, Learning and Judgement in Higher Education*. Dordrecht: Springer.

Laurillard, D. (2002). *Rethinking University Teaching*. (2nd edn.). Routledge: London. 378.125/26

McDonach, C., Roche, M., Sullivan, B., & Glenn, M. (2011). *Enhancing practice through classroom research: a teacher's guide to professional development*. London: Routledge.

McKeachie, W. J. and Svinicki, M. (2006). *McKeachie's Teaching Tips*. (12th edn.). Houghton Mifflin: Boston.

Nightingale, P. Te Wiata, I. Toohey, S. Ryan, G. Hughes, C., and Magin, D. (1996). *Assessing Learning in Universities*. Sydney: UNSW Press. 378.16/6

Ramsden, P. (2002). *Learning to Teach in Higher Education*. (2nd edn.). Routledge: London. 378.125/12

Schönwetter, D.; Sokal, L.; Friesen, M. & Taylor, L. (2002). *Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements*. The International Journal for Academic Development, 7(2), pp. 83-97.

Toohey, S. (1999). *Designing programs for higher education*. Open University Press: Buckingham. 378.199/18

eLearning

This subject is supported by an eLearning site. All modules and associated resources are available on this site (TCHR377_12), as well as discussion spaces. You gain automatic access to TCHR377_12 through your enrolment in ULT.

Assessment

Minimum attendance requirements

Participants in bULT (1A) are required to attend all face-to-face sessions where they form part of a module or pathway, and to participate online in compulsory and elective modules. If illness or personal reasons prevent this, please contact the ULT coordinator as soon as possible to arrange alternative activities.

Minimum performance requirements

All assessment tasks must be submitted. Your work is assessed as satisfactory or unsatisfactory according to your demonstrated achievement of the assessment criteria set for the task.

Results are recorded as either 'satisfactory' or 'unsatisfactory'.

See the General Course Rules at <http://www.uow.edu.au/handbook/generalcourserules/index.html>

Submission and Return of Assessment Items

Procedures for submission and return of assessed work

- Written assignments should be word processed; in appendices, handwritten material is accepted.
- Submit assessment items either using the internal mail or electronically to Teaching Services (39.252, teachingservcies@uow.edu.au).

Referencing

Please consult the UOW library website for further information: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

Assessment Tasks

In bULT, assessments are grounded in reflection upon learning and teaching. Reflection is an active process of critical enquiry into not just your own experiences, but also conversations with colleagues, feedback from students, and 'conversations' with educational literature, within the context of your discipline.

Assessment Summary

Task	Length	Due Date
Reconstructing the Teaching Context Plan	1,000 – 1,200 words	30 March 2012
Structured Peer Observation Report	1,500 – 2,500 words	20 July, 2012
Negotiated Project	2,000 words	3 August, 2012

Assessment 1: Reconstructing the Teaching Context Plan

Due Date: 30 March 2012
Length: 1,000-1200 words
Appendix: First and second versions of the Pre-Course Activity (Teaching Context Plan) and assessment item evaluated under point 3.

Task

This task has 3 parts:

1. Review your draft Teaching Context Plan (the Pre-Course Activity) in the light of the workshops and modules in which you have participated to date. Where necessary, amend your plan. (The two versions of the Teaching Context Plan are included in your submission as an appendix.)
2. Justify, with reference to educational literature, your decision/s about any key change/s you have made, and/or have chosen not to make. (500-600 words)
3. Evaluate the first assessment item in a subject in which you teach in terms of the extent to which it provides for scaffolding learning, formative feedback / feed-forward, and an opportunity for peer- and/or self-assessment. (500-600 words)

Assessment criteria

In assessing this work, we will be looking for evidence that you are meeting the following criteria:

Learning outcomes
Learning outcomes, teaching and learning strategies and assessments in the revised Teaching Context Plan are constructively aligned
Your developing understanding of learners and learning to your teaching is applied
Literature on teaching, learning and assessment in higher education is accessed, reviewed and utilised
Your own and your colleagues' experiences and knowledge of teaching is valued and shared

³ In constructive alignment, all of the learning opportunities and experiences clearly build the students' capacity to reach a specified learning outcome. Thus, if students are to apply a principle (the learning outcome), opportunities to practice applying the principle and obtain feedback on it early need to be in-built, and the final assessment has to concern how well the principle is applied, not simply knowledge of the principle. See http://www.johnbiggs.com.au/constructive_alignment.html. His text is available from CEDiR.

Assessment 2: Structured Peer Observation Report

Due Date: 20 July, 2012
Length 1500-2500 words

Task

The Structured Peer Observation Report has four sections: (i) a Table of Contents; (ii) reflections; (iii) attachments; and (iv) a reference list. The reflections draw your learning in bULT together (sections ii – iv), and set this learning in the context of your past experiences (section i) and future as a teacher (section v).

A. Reflections: you develop 5 x 300 – 500 word statements:

- iv. A summary of your learning about teaching prior to engaging in bULT, based on a maximum of 10 'stepping stones' (it is helpful to work backwards from your participation in bULT to identify key experiences).
- v. A reflection on your observation/s of your support colleague's class. This should include thoughts about your own teaching that are prompted by this observation experience.
- vi. A teaching commentary analysing and reflecting on the impact of your support colleague's observations of your teaching practices, your teacher evaluations, and any other feedback you have received from your students about your teaching.
- vii. A statement on your conception of teaching and how it is manifested in your teaching practice, with some reference to theory (refer, at least, to the readings for Learners & Learning and Education, Philosophy and your Discipline – you are likely to have found others of relevance during your work on the modules).
- viii. A depiction of how you think you would like to describe your teaching in five years time – what sorts of things will you be doing, and why will you be doing them? Instead of a word-based description, you may prefer to select or create an image representing this future, or perhaps the path to this future, supported by a brief commentary/explanation.

B. You provide 12 attachments

This section should contain the following documents produced through the Structured Peer Observation process (these should be numbered, as indicated here, in your submission – handwritten numbering is acceptable):

1. Peer Observation Agreement

From your first SPO teaching session:

2. Teaching Context Plan
3. Teaching Plan
4. Observation Plan
5. Teaching materials (handouts, slides, etc.)
6. Feedback observation notes from your support colleague

From your second SPO teaching session:

7. Teaching context Plan
8. Teaching Plan
9. Observation Plan

10. Teaching materials (handouts, slides, etc.)
11. Feedback observation notes from your support colleague
12. Feedback data from students

C. You provide a reference list

Your work should include reference to at least the readings for Educational Philosophy and your Discipline – you are likely to have found others of relevance during your work on the modules.

Assessment criteria

The assessment requires you to provide evidence that you have met the following learning outcomes for ULT:

Learning outcomes
Apply your developing understanding of learners and learning to your teaching
Design and implement effective learning experiences for your students
Reflect upon feedback from students and colleagues in order to evaluate and improve your teaching practice
Access and use University policies and guidelines relevant to teaching, learning and assessment
Access and utilise literature on teaching, learning and assessment in higher education
Value and share your own and your colleagues' experiences and knowledge of teaching

Assessment 3: Negotiated Project

Due Date: 3 August, 2012
Length: 2,000 words

Task

The Negotiated Project explores the nexus between teaching, learning, assessment and evaluation in a specific field of tertiary education. You negotiate the topic, objectives and process of the study with the Negotiated Project Coordinator and undertake the project independently, either on your own or with colleagues enrolled in blended ULT. After discussion with the NP Coordinator, your project is formalised as a learning agreement between you and the Coordinator. The agreement specifies what you will study and how, the outcomes you will achieve and the resources and support you will need. If you aim to progress to the Graduate Certificate in Higher Education, please keep the AQF Level 8 criteria in mind.

Choosing a topic

Choose a topic through which you can explore the nexus between teaching, learning, evaluation and assessment in higher education. For example, if you are interested in peer assessment of learning, you might work in that area in depth, researching peer assessment, designing an assessment task for a subject, implementing it and evaluating its effectiveness for student learning.

Choosing a process and product

Choose a relevant process and product to achieve your learning outcomes. We recommend that you consider a project that might contribute to a future conference paper or journal article. You might

choose to carry out a small study within one of your subjects, or perhaps develop teaching materials, for example:

- carry out an investigation into student learning
- create a teaching resource such as a handbook or video
- carry out an experimental study into the effectiveness of a new teaching resource
- carry out a peer review project (e.g., ULT resources)
- develop a unit of work within a course
- design a web-based teaching resource
- design an e-learning environment

If your product is a resource, such as a teaching handbook, you must include a written rationale referring to the educational research and thinking behind the package.

The Learning Agreement

Define the scope of the project using the Learning Agreement on the eLearning site and discuss it with the NP Coordinator. Instructions on completing each segment are provided on the eLearning site.

Assessment criteria

Satisfactory completion depends on your own and the Coordinator's assessment according to your achievement of the stated outcomes. You are encouraged to seek comment from a peer, e.g., program head, before handing in your completed project report. If there is a discrepancy between your self-assessment and the Coordinator's assessment, the Coordinator will discuss this with you before a final decision is reached. Re-submission after feedback is accepted

Support and General Advice

Learning Designers

At UOW, Learning Designers:

- provide consultations for general use of the eLearning Space;
- support the design of learning activities for blended learning environments and multi-location teaching;
- discuss innovative teaching ideas and pedagogies to achieve learning outcomes.

Telephone: 61 2 4221 3683

Web: <http://focusonteaching.uow.edu.au/learningdesign/index.html>

Learning Developers

Learning Developers collaborate with faculty to enhance student learning and the development of academic literacies.

Telephone: 61 2 4221 3977

Web: <http://www.uow.edu.au/student/services/ld/staff/UOW021303.html>

Centre for Academic Systems & Resources

The Administrative Officer, Elise Jeffcott, takes care of all of the administrative work concerning ULt, including records of participation.

Location: 39.252 (Building 39, 3rd Floor)
Telephone: 61 2 4221 5395
Email: elisej@uow.edu.au

Library

Telephone: 61 2 4221 3548
Web: <http://www-library.uow.edu.au/index.html>

Use the Library website to link to the catalogue, databases, Email or Chat to a Librarian services, guides to finding resources, online tutorials and information on Library resources and services for students studying within Australia and overseas.

The Main Library (Building 16) located at the Wollongong Campus. UOW Libraries at other locations are listed on the Library website.

The Student Charter

The Student Charter is shaped by the University's [mission](#) to excel through providing world-class teaching, learning and research opportunities that challenge, inform and inspire its students in a diverse and inclusive environment.

The student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University [community](#). It acknowledges the importance of the connection that is forged between students and staff of the University as well as the broader community.

It encompasses a commitment to [academic integrity](#) and the five fundamental values on which this rests: honesty, trust, fairness, respect and responsibility.

<http://www.uow.edu.au/student/charter/index.html>

Code of Practice – Teaching and Assessment

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at <http://www.uow.edu.au/about/policy/UOW058666.html>

Code of Practice – Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at <http://www.uow.edu.au/about/policy/UOW058663.html>

Code of Practice – Honours

This Code sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at <http://www.uow.edu.au/about/policy/UOW058661.html>

Academic Integrity and Plagiarism Policy

The University's policy on acknowledgement practice and plagiarism provides detailed information about how to acknowledge the work of others: <http://www.uow.edu.au/about/policy/UOW058648.html>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for specific assessment tasks, examinations, academic progress or attendance requirements in a subject relevant to their course to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. This Policy sets out clear and defined requirements allowing for transparency, ease of interpretation and implementation. Consistency in criteria, procedures, and outcomes in the processing of applications for academic consideration for all forms of assessment are requirements of this Policy. The Policy can be found at <http://www.uow.edu.au/about/policy/UOW058721.html>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress; the definitions of the roles and responsibilities of UOW staff and students with regard to course progress; and the descriptions of the resources and choices available to assist students at risk of not achieving course progress standards. The Policy can be found at <http://www.uow.edu.au/about/policy/UOW058679.html>

Graduate Qualities Policy

This policy describes the distinctive qualities of a graduate of the University of Wollongong ("the UOW Graduate Qualities"). These qualities will equip UOW graduates for roles in society and the workplace. The Policy can be found at <http://www.uow.edu.au/about/policy/UOW058682.html>

Academic Grievance Policy (Coursework and Honours Students)

UOW aims to provide a transparent and consistent process for resolving student academic grievances. Further information is available at <http://www.uow.edu.au/about/policy/UOW058653.html>

Occupational Health & Safety

The OHS unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from <http://staff.uow.edu.au/ohs/>

Intellectual Property

UOW's Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <http://www.uow.edu.au/about/policy/UOW058689.html>

IP Student Assignment of Intellectual Property Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here <http://www.uow.edu.au/about/policy/UOW058690.html>

Human Research Ethics Guidelines

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found at <http://www.uow.edu.au/research/rso/ethics/human/index.html>

Non-discriminatory Language Practice and Presentation Policy and Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from <http://www.uow.edu.au/about/policy/UOW058706.html>

Student Support Services

A range of services, programs and resources designed to support students can be found at <http://www.uow.edu.au/student/services/>

Student Conduct

In line with UOW's commitment to academic integrity, new rules related to student conduct have been in effect since 1 January 2008. Relevant information may be found at <http://www.uow.edu.au/about/policy/UOW058723.html>

Student Rights and Responsibilities

Information about the responsibilities and expectations that UOW and its students can fairly expect of each other may be found at <http://www.uow.edu.au/student/rights/index.html>. This site provides a summary of relevant rules and policies.