



# **ULT Course Outline**

## **University Learning and Teaching Course (ULT)**

**Academic Development Unit**  
**Centre for Educational Development, innovation &  
Recognition (CEDiR)**  
**Academic Services Division**

**Spring  
2011**



## ULT Course Outline

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<b>Course name:</b>	University Learning and Teaching Course (ULT)
<b>Credit points:</b>	Staff who complete ULT may apply for 8 credit points of advanced standing towards further postgraduate studies within the Faculty of Education at the University of Wollongong.
<b>Mode of delivery:</b>	Face-to-face with online support
<b>Delivery location:</b>	Wollongong

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### Version history

Previously Induction to Tertiary Teaching (ITT)

Intake 2, 2011		Revision
Intake 1, 2011		Minor revision
Intake 3, 2010		Minor revision
Intake 2, 2010		Revision
Intake 1, 2010		Minor revision
Intake 2, 2009		Revision
Intake 3, 2008		Revision
Intake 3, 2007		Revision
Intake 2, 2007		Revision
Intake 1, 2007		Reprint
Intake 3, 2006	University learning and Teaching (ULT)	1 <sup>st</sup> Edition

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The University of Wollongong attempts to ensure that the information contained here is correct at the time of production, however, sections may be amended without notice by the University in response to changing circumstances or for any other reason.

## Contacts

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Consultation times:

By appointment

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## Course details

### Outline

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The University Learning and Teaching Course (ULT) is a professional development program for university teachers designed to enhance teaching effectiveness and provide an educational context for ongoing career development. It integrates key concepts of teaching and learning, teaching strategies and skills, reflection and the experience of actual teaching within a cooperative and scholarly learning environment. ULT offers immediate practical support as well as a framework for ongoing reflective practice and further development or study.

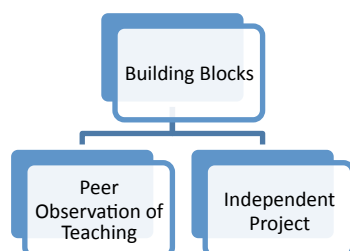
Topics include teaching for active learning; assessment; groupwork; eTeaching; teaching as part of an academic career; and teaching in a culturally diverse university. The teaching practice component brings together theory and practice in higher education as participants plan and implement a short teaching and learning episode. Reflective practice, collegiality in professional development, the application of research and other educational literature to inform teaching, and the use of feedback to improve teaching are emphasised as participants jointly explore pertinent issues, engage with relevant research and literature, undertake peer observation of teaching, respond to student evaluations, develop their teaching philosophy, and explore an aspect of their teaching practice through an independent project.

ULT consists of three units:

Unit 1: Building Blocks. A 4 ½ day intensive on foundational ideas and processes in teaching, learning, assessment and evaluation in higher education.

Unit 2: Peer Observation. A structured set of observations of teaching.

Unit 3: Negotiated Project. A project on a selected aspect of teaching.



## Learning outcomes

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Through active participation in ULT, you should 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;
- value and share your own and your colleagues' experiences and knowledge of teaching;
- conduct a structured and scholarly exploration of an aspect of teaching and learning in your own context.

## UOW Graduate Qualities

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ULT is designed to help participants become:

- more *informed* about teaching and learning in higher education, familiar with critical issues, and able to apply developing knowledge and insights to their 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 their 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.

## Study schedule

At UOW, ULT is normally completed over two semesters. An extension can be requested by completing the ULT Application for Extension form. Participants will be recorded as discontinued in week 1 of the third semester if this procedure is not followed.

ULT Unit 1 is offered before the commencement of each teaching session and involves a series of face-to-face sessions from 9:00 – 5:00 over five days. Participants can then undertake Unit 2 and Unit 3 concurrently or in any order. Each of units 2 and 3 should be completed over a semester.

### UOW ULT dates, 2011

Unit 1	Unit 2	Unit 3
9 - 15 February 2011	7 March – 8 July 2011	7 March – 8 July 2011
13-19 July 2011	8 August – 5 December 2011	8 August – 5 December 2011

### Schedule

Date	Topic	Reading	Lecturer/s
Prior to 13 July	<ul style="list-style-type: none"> <li>○ Pre-Course Activity</li> </ul>		
13 July 9:00 – 4:15	<ul style="list-style-type: none"> <li>○ Introduction to ULT</li> <li>○ Learners and learning</li> <li>○ Teachers and teaching</li> <li>○ Introduction to teaching practice</li> </ul>	See eLearning site	Catherine Layton Tom Goldfinch Lynne Keevers Gerry Lefoe Margaret Wallace
14 July 9:00 – 4:15	<ul style="list-style-type: none"> <li>○ Learning outcomes</li> <li>○ Active learning</li> <li>○ Groups and group work</li> <li>○ Creating inclusive learning environments</li> <li>○ Teaching practice planning</li> </ul>	See eLearning site	
15 July 9:00 – 4:15	<ul style="list-style-type: none"> <li>○ Preparing for teaching practice: feedback</li> <li>○ Mid-course review</li> <li>○ The eTeaching journey</li> <li>○ Assessing learning</li> <li>○ Teaching practice preparation</li> </ul>	See eLearning site	
18 July 9:00 – 3:45	<ul style="list-style-type: none"> <li>○ Teaching practice</li> <li>○ Teaching practice debrief</li> <li>○ Enhancing conceptions of teaching</li> </ul>	See eLearning site	
19 July 9:00 – 1:30	<ul style="list-style-type: none"> <li>○ Evaluating teaching and subjects</li> <li>○ What next? Introduction to Units 2 and 3</li> </ul>	See eLearning site	
<b>Unit 2</b> Weeks 2 – 15 Week 10	<ul style="list-style-type: none"> <li>○ Peer Observation</li> <li>○ Email, etc</li> <li>○ Optional meetings on campus for participants</li> </ul>	See eLearning site	
<b>Unit 3</b> Weeks 2 – 15	Negotiated project Email, etc.	Negotiated	

## Recent changes to ULT

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The ULT program has undergone a series of modifications over the last one and a half years in response to participant feedback.

In terms of Unit 1, this is now a 4 ½ day program, redesigned to retain the theoretical underpinnings of previous iterations of the program; relocate and revise sessions including Learning Outcomes, Enhancing Conceptions of Teaching, Assessing Learning and Evaluating Teaching and Subjects; incorporate new online components, including links to further readings; and better align tasks and assessment requirements.

In terms of Unit 2, the requirement to produce an interim report has been removed; participants can work with other ULT participants, should they not wish to seek out a new support colleague; and the assessment requirements for the final report have changed to provide a longitudinal perspective on development as a teacher, whilst still requiring the same evidentiary base.

## Study time

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Participants should note that UOW policy equates 1 credit point with 2 hours of study per week, including lectures and tutorials. For an 8 credit point subject, a total of 16 hours of study per week is expected.

## Assessment

### Minimum attendance requirements

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Participants are required to attend all of the Unit 1 sessions. If illness or personal reasons prevent this, please contact the unit coordinator as soon as possible to arrange alternative activities.

### Minimum performance requirements

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Assessment involves the exercise of professional judgement and ultimately the academics teaching the course will make judgements about your completed assessment tasks. Before that we will work with you, offer feedback, encourage you to reflect on your work and the feedback received, and engage in self- and peer evaluation. You may also ask colleagues from outside the course to provide feedback on your work.

The formal assessment requirements for ULT are listed in the descriptions which follow. Your work is assessed according to your demonstrated achievement of the assessment criteria set for the task. Results are recorded as either 'ungraded pass' or 'fail'.

### Acknowledgement practice (avoiding plagiarism)

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The University Guidelines for Acknowledgement Practice/Plagiarism are available at:  
<http://www.uow.edu.au/handbook/courserules/plagiarism.html>

## Assessment tasks

Task	Length	Due date
Unit 1: Teaching practice report	800 – 1200 words	Week 1
Unit 2: Peer Observation Report	1500 - 2500 words	4 weeks after end of Session

Unit 3: Negotiated project report	2000 words	4 weeks after end of Session
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## **Unit 1: Teaching practice report**

**Due Date:** Week 1  
**Length:** 800-1200 words

### **Task**

This task requires you to report on your teaching practice session, including your plan for the session, your summary of, and response to, the feedback you received, what you have learnt through watching a video of your session, and a short statement of your conception of teaching.

### **Criteria for Unit 1 assessment**

- A clear, detailed teaching plan for your ULT in-class teaching exercise using the specified pro formas.
- A full description of feedback received from colleagues and facilitator. A copy of the feedback sheets received must be attached to your report.
- Critical reflection on colleague, facilitator and video feedback received on your session.
- A short statement on your conception of teaching.

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## **Unit 2: Peer Observation Report**

**Due Date:** 4 weeks after end of session in which the Unit is undertaken  
**Length:** 1500-2500 words

### **The task**

In ULT, reflection is an active process involving exploration of your own experiences, conversations with colleagues, feedback from students, and ‘conversations’ with educational literature. These dimensions are canvassed in the assessment for this Unit. The Peer Observation Report should have three sections: (A) reflection; (B) a reference list; and (C) an appendix.

### **A. Reflection**

You develop 5 x 300 – 500 word statements:

- i. A summary of your learning about teaching prior to engaging in ULT, based on a maximum of 10 experiential ‘stepping stones’ (it is helpful to work backwards from your appointment to identify key experiences).
- ii. A reflection on your observation of your partner’s class. This should include thoughts about your own teaching that are prompted by this observation experience.
- iii. A teaching commentary analysing and reflecting on the impact of your partner’s observations of your teaching practices, your teacher evaluations, and any other feedback you have received from your students about your teaching.
- iv. An enhanced statement on your conception of teaching and how it is manifested in your teaching practice (you might want to refer to your work in Unit 1 as you develop this).

- v. A description 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. Reference list**

Your work should include reference to at least Bell (2005), Stewart (n.d.), and Pratt and Collins (2003), and the reference list should be in the following format:

- Stewart, M. (n.d.). Learning through Research: An Introduction to the Main Theories of Learning, *JMU Learning and Teaching Press*, (4) 1. URL: [http://www.ljmu.ac.uk/lid/lid\\_docs/Issue\\_6\\_p6-14.pdf](http://www.ljmu.ac.uk/lid/lid_docs/Issue_6_p6-14.pdf) (Accessed 29 May, 2010).
- 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.

Note that many of the recommended and further readings listed in this Course Outline may be of use to you, and that other references are included in the Unit 2 learning materials.

## **C. The appendix**

The appendix should contain the following documents produced through the peer observation process:

### *From Planning Stage*

- Planning your Peer Observations

### *From Cycle 2*

- Teaching Plan
- Observation Plan
- Teaching materials (handouts, slides, etc.)
- Feedback observation notes from your support colleague

### *From Cycle 3*

- Teaching Plan
- Observation Plan
- Teaching materials (handouts, slides, etc.)
- Feedback observation notes from your support colleague
- Feedback data from students

## **Criteria for Unit 2 assessment**

- Demonstrated capacity to plan and deliver sessions that encourage active participation
- Demonstrated capacity to reflect on student and peer feedback and identify ways in which your teaching can be improved in the short and long term

- Clear links between stated positions on learning and teaching, and evidence in the supporting documents
- Clearly presented and appropriate slides and handouts

## Unit 3: Negotiated project

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**Due Date:** As negotiated with the unit 3 coordinator

**Length:** 2,000 words

### The 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 ULT Unit 3 Coordinator and undertake the project independently. After discussion with the ULT Unit 3 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.

#### o Why a negotiated project?

The ULT aims to support you in developing knowledge, skills and attitudes for effective tertiary teaching. We recognise that each ULT participant has their own particular needs and interests. There are many influences, areas of specialisation and discipline-specific issues within the field of tertiary education. The project makes provision for your individual higher education interests, by enabling you to study a topic not formally covered by the ULT, to cover a topic in greater depth or to develop a useful resource with an academic rationale.

#### o 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.

#### o 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
- 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.

#### o The Learning Agreement

Define the scope of the project using the Learning Agreement on the ULT eLearning site and discuss it with the Unit 3 Coordinator. The contract should include:

- your aim (see below)
- your expected learning outcomes (see below)
- the process
- the product
- your timetable
- the resources and materials you will require and their availability

- your provisional reading list (if known) indicating major articles, books, reports to be read for the contract
- the support you require from the Coordinator (see following).

### *The aim*

State the general purpose of your project, for example to:

- examine peer assessment of teaching in depth, develop and evaluate an assessment task; or
- develop the skills needed to develop and design flexible learning packages; or
- map the effectiveness of problem-based learning in engineering at three Universities.

### *The outcomes*

State the specific learning outcomes of your project in terms of the skills, knowledge and attitudes you will have achieved and the product or resource you will have produced.

Example 1: On completion of the project I will have:

- analysed the range of available peer assessment strategies
- designed and implemented a peer assessment strategy in ADSC201
- evaluated the effectiveness of the strategy for supporting and assessing student learning

Example 2: On completion of the project I will have:

- designed and produced a self-study handbook on wind power for ENGV305; and
- evaluated the usefulness of the handbook for student learning; and
- written a 1,000 word paper (a) reporting on its effectiveness and (b) explaining the rationale behind the design of the handbook with reference to the literature on self-study resources and approaches to learning.

### *Support*

The Coordinator, or another relevant academic, will undertake to fulfil your reasonable requirements as part of the contract. Indicate what you expect the Coordinator to do, for example, comment on draft 1, advise on the reading list, observe a teaching session, provide written feedback on progress at a certain point.

#### ○ **Assessment**

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, eg, 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.

## **Submission and return of assessment items**

### **Procedures for submission and return of assessed work**

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- Written assignments should be word processed in 12 point font and double-spaced.
- All hard copy assignments should be submitted with a cover sheet – participants are responsible for ensuring that the receipt (at the bottom of the cover sheet) is signed and that they retain it until the assignment is returned.
- Copies of assignments made before submission should be retained by participants.
- Assignments should be submitted to the ADU office.
- Electronic Submission – Special requirements for electronic submission and return of work will be provided by the ULT unit coordinator where relevant.
- Unless directed otherwise, marked assignments will be available within 3 weeks of submission and they will be held in ADU for collection.

## Extensions

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Assignments must be submitted by their due dates unless an extension has been agreed to in advance by the ULT Unit coordinator

## Referencing

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The Harvard referencing system is used in this course – this is also known as the author-date system due to the order of the information presented. This is the preferred referencing system for ULT and is required if you proceed to further study in education at UOW. Please consult the UOW library website for further information: <http://www.library.uow.edu.au/resourcesbytopic/UOW026621.html>

## Resources

### Major texts

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- Bell, M. (2005). *Peer Observation Partnerships in Higher Education*. Sydney: Higher Education Research and Development Society of Australasia. 371.102/241
- Biggs, J. and Tang, C. (2008). *Teaching for Quality Learning at University*. (3rd edition). Open University Press: Buckingham. 378.125/45

Multiple copies of these are available in the Academic Development Unit resource collection.

### Recommended readings

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- Arkoudis, S. (n.d.). *Teaching international students: strategies to enhance learning*. Melbourne: University of Melbourne. URL: <http://www.cshe.unimelb.edu.au/pdfs/international.pdf>.
- Bligh, D.A. (2000). *What's the use of lectures?* San Francisco: Jossey Bass.
- Brown, G. and Atkins, A. (1990). *Effective Teaching in Higher Education*. Routledge: London. 378.125/13
- Cannon, R. and Newble, D. (2002). *A Handbook for Teachers in Universities and Colleges* (4th edn.). London: Kogan Page. 378.17/9
- Laurillard, D. (2002). *Rethinking University Teaching* (2nd edn.). Routledge: London. 378.125/26
- McKeachie, W. J. and Svinicki, M. (2006). *McKeachie's Teaching Tips* (12<sup>th</sup> edn.). Houghton Mifflin: Boston
- Nightingale, P. Te Wiata, I. Toohey, S. Ryan, G. Hughes, C., & 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 courses for higher education*. Open University Press: Buckingham. 378.199/18
- UOW *Good Practice Assessment Guidelines*.  
<http://www.uow.edu.au/about/policy/UOW058614.html>.

Selected eReadings are available through the Library (subject code: EDGA997) and on the ULT eLearning site.

### DVDs available from ADU

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- Four Conceptions of University Teaching
- Feedback
- Groups Work in Lectures
- Safe place to be dangerous: teaching in the creative arts
- Skills for Laboratory Demonstrators
- Teaching at the University of Wollongong: Mathematics, Engineering, Geosciences and Creative Arts

### Videos available from ADU and the University library

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- Teaching More Students
- Teaching Matters – Tutorials
- Teaching Matters – Laboratories
- Teaching Matters – Lectures
- Teaching Matters – Practicals

### Further reading

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Atheron, J.S. (2009) *Learning and Teaching; SOLO taxonomy*. URL:

<http://www.learningandteaching.info/learning/solo.htm>

Bain, K. (2004). *What the best college teachers do*. Cambridge: Harvard University Press

Ballantyne, R. & Packer, J. (1995). *Making Connections: using student journals as a teaching/learning aid*. HERDSA Gold Guide 2. Canberra: HERDSA. 378.1702812/7

Bertola, P. and Murphy, E. (1994). *Tutoring at university: a beginner's practical guide*. Paradigm Books: Bentley, W.A. 378.125/39

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. (1995). *Becoming a Critically Reflective Teacher* (2nd edn.) San-Francisco: Jossey-Bass.

Brookfield, S.D. (1991). *Understanding and Facilitating Adult Learning*. San Francisco: Jossey-Bass. 374.973/13

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

Brown, S., & Glasner, A. (1999). *Assessment Matters in Higher Education*. Open University Press: Buckingham. 378.1662/4

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

Carless, D., Joughin, G., Liu, N.-F. & Associates. (2006). *How Assessment Supports Learning*. Hong Kong: Hong Kong University Press.

Cultural diversity handouts. URL: [www.tedi.uq.edu.au/cdip](http://www.tedi.uq.edu.au/cdip)

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

Davis, J. (n.d.). Conceptual Change. URL:

[http://projects.coe.uga.edu/epltt/index.php?title=Conceptual\\_Change](http://projects.coe.uga.edu/epltt/index.php?title=Conceptual_Change) (Accessed 29 May, 2010).

- 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: RoutledgeFalmer.378.1795/8
- Exley, K. & Dennick, R. (2004). *Giving a Lecture: from presenting to teaching*. London: RoutledgeFalmer.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. (1995). *Learning in teams: a tutor guide*. Oxford: The Oxford Centre for Staff Development. KZ/378.176/GIB
- 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 Things to Do in Your Lectures*. Bristol: TES. 371.396/5
- Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 Interesting Things to Do in Your Seminars and Tutorials*. Bristol: TES. 378.177/1
- Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 Interesting Ways to Assess Your Students*. Bristol: TES. 378.167/2
- Gibbs, G., Habeshaw, S., & Habeshaw, T. (1988). *53 Interesting Ways to Appraise Your Teaching*. Bristol: TES. 378.125/11
- Gibbs, G., & Simpson, C. (2004-5). [Conditions under which assessment supports students' learning](http://resources.glos.ac.uk/shareddata/dms/2B70988BBCD42A03949CB4F3CB78A516.pdf). *Learning and Teaching in Higher Education, 1*, pp. 3-31. URL: <http://resources.glos.ac.uk/shareddata/dms/2B70988BBCD42A03949CB4F3CB78A516.pdf>
- Hazel, E., & Baillie, C. (1998). *Improving Teaching and Learning in Laboratories. HERDSA Gold Guide series, No 4*. Canberra: HERDSA. 507.11/9
- Higher Education Academy. (2009). 'What do you think feedback is? What does it mean to you?' University of Wollongong. 'Good Practice: Assessment'
- Honolulu Community College Faculty Development. Break the ice. URL: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/breakice.htm> (Accessed 29 May, 2010).
- Honolulu Community College Faculty Development. First day of class: what can/should we do? URL: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/firstday.htm> (Accessed 29 May, 2010).
- Hounsell, D., McCune, V., Hounsell, J., & Litjens, J. (2006). Investigating and enhancing guidance and feedback to undergraduate students. Paper presented to the 3rd Biennial Northumbria/EARLI SIG Assessment Conference Northumbria, 30 August – 1 September, 2006. URL: <http://www.etl.tla.ed.ac.uk/docs/earlinth06.pdf>.
- Jacques, D. & Salmon, G. (2007). *Learning in Groups*. (4<sup>th</sup> edn.). London: Routledge.
- Joughin, G. (Ed.) (2009). *Assessment, Learning and Judgement in Higher Education*. Dordrecht: Springer.
- Kahn, P., & Kyle, J. (Eds.) (2002). *Effective Learning and Teaching in Mathematics and its Applications*. London: Kogan Page.
- Knight, P. (2002). *Being a Teaching in Higher Education*. Buckingham: SRHE and Open University Press.
- Le Brun, M., & Johnstone, R. (1994). *The Quiet Revolution: Improving Student Learning in Law*. Sydney: The Law Book Company.
- Murphy, E. (1998). *Lecturing at University*. Perth: Curtin University. 378.1796/5
- Nottingham Trent University. Icebreakers Guide. URL: [http://www.ntu.ac.uk/CASQ/quality/welcome\\_week/resources/85183.pdf](http://www.ntu.ac.uk/CASQ/quality/welcome_week/resources/85183.pdf) (Accessed 29 May, 2010).

- NTEU. (2005). *Preparing and Presenting a Teaching Portfolio: Philosophy, Practice and Performance*. National Tertiary Education Union.  
[http://issuu.com/nteu/docs/teaching\\_portfolio](http://issuu.com/nteu/docs/teaching_portfolio)
- Osterman, K.F., & Kottkamp, R.B. (1993). *Reflective Practice for Educators*. USA: Corwin.371.146/45
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<http://www.aaup.org/AAUP/pubsres/academe/2005/JF/Feat/pratt.htm>,
- Prosser, M., & Trigwell, K. (1999). *Understanding Learning and Teaching: The experience in Higher Education*. Open University Press: Buckingham. 378.125/42
- Race, P. (1999). *2000 Tips for Lecturers*. London: Kogan Page. 378.1796/9
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## eLearning

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ULT is supported by an eLearning site. The site provides access to video, audio and other resources, and materials to help with assessment tasks. The site also supports discussion and sharing of ideas and practice