

Graduate Certificate in Learning and Teaching for Higher Education

Graduate Diploma of Learning and Teaching in Higher Education

Master of Learning and Teaching in Higher Education



Learning and Teaching Office: *Together, achieving excellence in learning and teaching*



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Introduction

Welcome to the Graduate Certificate, Diploma and/or Master Program. This is a program designed by educators for educators. We define educators in a broad sense to include those who are teaching, supervising or supporting students or who have responsibilities for enhancing the learning of colleagues.

1. How do you access and use the learning materials?

The learning materials are in the form of interactive eBooks located in the University's Learning Management System (LMS), Blackboard Learn (Bb). In order to access Bb you will require:

- Enrolment into your Bb course (contact the Program Coordinator, [A/Prof Kathie Ardzejewska](#) if you have any enrolment concerns).
- A student user name and password to log into Bb (see New Student Booklet for this information).
- A device that allows you to participate online. This could be a:
 - smart phone,
 - personal device,
 - computer with video and audio capacity .
- Awareness of the University's Copyright policies and procedures (see <http://library.nd.edu.au/copyright>).
- Emails pertaining to your enrolment, program, and graduation applications are sent to your student email address.
 - If you don't plan to keep abreast of your student email inbox we recommend that you set up a "forward" of your student emails to your preferred email address (staff, personal etc.). Please refer to the LTO's webpage for a [Quick Guide](#) on how to forward your student email.
- Familiarity with the Notre Dame Portal "MyND". This is where you can manage your enrolment, change your personal details and access final grades.
- Modules are released one by one on a pre-determined timeframe. This gives you the flexibility to work through each module at your own pace, but also ensures that you connect with your fellow students to create a community of learners.

1.1. Using eBooks

Here are some tips for using eBooks:

- You can download and work on the learning materials in each module to your preferred device .

- Save the eBooks to your computer (USB or preferred device) so that you can annotate the files.
- You can complete the activities within the module of the eBooks.
- Make sure you are logged into Bb while working to access password protected learning activities, resources and assessment information.
- The Bb preferred browser is Firefox or Chrome. When it comes to viewing videos you may need to swap browsers. We try to overcome browser “hiccups” by giving students the direct link in addition to the embedded video for ease of access. Simply cut and paste the link to your search engine.
- One of the aims of the program is to expose you to Technology Enhanced Learning (TEL) and as many Bb tools as possible. This approach allows you to step outside your comfort zone and in turn to try new experiences with your students. Don't be afraid to stretch yourself! Being vulnerable is appreciated by your peers and helps build a sense of community.

2. Accessing readings

Most of your eBook readings are linked directly to the Notre Dame Library Catalogue, so you just need to click on the ‘Read’ icon (pictured right) to be taken either directly to the text or to the link inviting you to log in to see the text. Please note that your log in and password are the same on all Notre Dame systems.



3. Expected workload

The standard student engagement time for a course at this level is approximately 150 hours per semester. This equates to about 7-10 hours per week inclusive of reading, research, engagement in course learning activities, actively participating in Collaborate sessions and preparation for assessments. Some modules will take more time, others less. It balances out, so choose your effort according to your own goals and to set your own pace.

4. Where do I find the course schedule, assessment due dates and other important information related to the course?

The Course Outline contains the course overview, delivery schedule, assessment due dates, assessment task information, marking, and rubrics. Contact details for key staff members are also located there. While individual modules and other spaces in Bb may repeat some of the key information, there is no substitute for referring to your Course Outline as the “source of truth” throughout your studies.

Your course outline can be found in the Bb site. Look for “Course Outline” in the left-hand menu in your Blackboard course.

5. “Netiquette” for students in the learning space

- Check your notifications/emails for updates.
- Be polite and courteous at all times and use respectful language in keeping with the Notre Dame values.
- Be sure to complete all required tasks.
- Proof-read your work for spelling and grammar before you submit or post online.
- Do not TYPE IN CAPITAL LETTERS for emphasis. IT LOOKS LIKE YOU ARE SHOUTING.
- If you notice a message you believe might be inappropriate please inform the Course Coordinator as soon as possible.
- Please consult [this Guide](#) for some of the rules of virtual class etiquette.

6. The pedagogy underpinning the design

Understanding this framework should help you to make the most of the learning opportunities.

<p>Garrison and Anderson’s (2011) Community of Inquiry, and the three ‘presences’ (teaching, cognitive, social)</p> <p>Constructing one’s own understanding of knowledge is a journey of independent inquiry extended and validated by collaborative dialogue. Garrison and Anderson conceptualise this as a ‘community of inquiry’ and argue that the community activates learner motivation and participation. They propose that this requires three highly explicit visible ‘presences’:</p>		
<p>1. Teaching presence</p> <p>To engage students with the goals of learning</p>	<p>2. Cognitive presence</p> <p>To engage students with the content</p>	<p>3. Social presence</p> <p>To engage with students and their peers</p>
<p>This is made transparent through the design, the ways in which the activities are explained and scaffolded, clarity about teacher availability and support, expeditious but not dominating interaction with students, strategic facilitation, and feedback on learning.</p>	<p>This is enabled by the structure of the content and the activities intended to assist students to critique, reflect and interact about the content and assessment.</p>	<p>This is activated through synchronous and asynchronous interactive online learning opportunities and tasks.</p>

Figure 1: Garrison and Anderson’s (2011) Community of Inquiry

There are many reasons why this pedagogical approach is helpful to learning in the online environment and why it has been applied to the program, including:

- It is welcoming and provides insight into the higher education learning and teaching culture;
- The 'presence' of the facilitator, students and dynamic content helps to reduce the feeling of isolation that can sometimes occur in online learning;
- It promotes a sense of collaboration and collegiality;
- If you have difficulties or a question, help is on hand;
- It makes the environment feel 'safe' for all learners;
- and it encourages co-construction of knowledge.

Perhaps you can think of some others?

7. Reflective learning - why and how

Throughout the modules you will see the symbol asking you to 'Reflect' on your learning. Here, we use the term 'reflective learning', which is defined as;



...likely to involve a conscious and stated purpose for reflection, with an outcome specified in terms of learning, action or clarification. It may be preceded by a description of the purpose and/or the subject matter of the reflection. The process and outcome of reflective work are most likely to be in a represented (e.g. written) form, to be seen by others and to be assessed. All of these factors can influence its nature and quality (Moon, 2004, p.83).

In addition to the written form, the program offers reflective dialogues where learners come together to collaborate, and where reflection is extended and enhanced through conversations (Brookfield, 1995). Learners are invited to turn their reflections into experiential learning by extending reflections into practice (Walker, Boud & Keogh, 2013).

As you reflect, you will develop an approach and style that suits your specific environment and unique way of working. However, you should plan to revisit the information above as you write reflections as they have a particular theoretical basis, structure and purpose that will in turn form the foundation for how marks are allocated for reflective tasks. This is explained further in the next section in relation to the assessment expectations of the program.

7.1. Reflection in practice

Why do reflective learning?

- Reflection improves experiential learning;
- Reflective observation often results in a positive change in practice;
- and reflective conversations and collaborations enhance practice and further experiential learning.

How to get the most from reflective learning?

- Value it as a worthy practice;
- Seek to practise it by writing, storytelling, conversing, collaborating, participating in action research, disseminating ideas, tips, and outcomes;
- Create a 'best fit' reflective practice approach that works for you;
- and reflective learning is a skill that takes practice so don't be afraid to approach your facilitators for tips and feedback along the way.

7.2. HERDSA SoTL Modules

Of particular interest to those enrolled in (or anticipating completing EDUC5011 Introduction to Scholarship of Teaching and Learning or the Masters program), are the HERDSA Scholarship of Teaching and Learning (SoTL) modules. HERDSA is the 'Higher Education Research and Development Society of Australasia', and their work in the scholarship space is of the highest order. The aim of these SoTL modules is to 'introduce you to the nature, purpose and process of scholarship of teaching and learning, and act as a capacity building resource to assist you to develop and refine your SoTL knowledge and skills'. Authored by Drs Deb Clarke, Lee Partridge, and Lesley Peterson, these modules are a very valuable resource that you are invited to make use of.

Members of HERDSA can locate the modules on their member dashboard. Notre Dame also has institutional access www.herdsasotl.org.au. For log on and password details, please contact the LTO.

8. Assessment and evaluation

You are invited to consider and seek clarification concerning how content, activities and discussions align to assessment and outcomes. Rubrics provide a guide to the standards and criteria applied to each assessment task, and these can be found in the Course Outline.

Assessment tasks are intended to:

- "Value add" - assessments are designed to enhance your practice as an educator and provide "take away" examples of improved materials you can incorporate into your teaching.
- Promote reflective practice to support and assist you to build skills in this area.
- Enable you to link knowledge and apply skills that build on one another from one assessment task to the next.

Grading follows the Notre Dame grade descriptor system from High Distinction to Fail, and related numerical scores (0-100) see *Figure 2*.

High Distinction	Distinction	Credit	Pass	Fail
<ul style="list-style-type: none"> • Exceptional • Comprehensive understanding • Mastery • Extremely high achievement • A pleasure to read • Exceptionally high standard 	<ul style="list-style-type: none"> • Excellent • Very high level • Very high standard 	<ul style="list-style-type: none"> • Good • High level • High standard 	<ul style="list-style-type: none"> • Satisfactory • Adequate • Developing • Acceptable 	<ul style="list-style-type: none"> • Unsatisfactory • Inadequate • Failure to... • Insufficient... • Below acceptable level...

Figure 2. Indicators of performance levels related to Notre Dame grade descriptors

All marking and grading is completed online within Bb. You will find your grades and feedback within the “My Grades” section of Bb, in the Turnitin feedback area, or in the comments section of “Our Reflective Journal” for journaling tasks. Graded quizzes will automatically release your score or reveal a “best answer” for comparison. The LTO team sample marks and moderates all assessment tasks to assure parity, and this is indicated on all returned work where relevant.

The “Assessment” menu item in your Bb course site provides an additional area dedicated to assessment, where you can check on task instructions and rubrics, and find links to upload your completed assessment tasks.

9. Legend of icons

We have designed an icon for each learning activity type and these appear consistently throughout the eBooks.

					
Assess Assessment information or an area where you can submit your work	Collaborate Collaborate with peers in your class through synchronous modes	Discuss Use the Blackboard discussion forum to discuss the concepts with your peers	Information General information on the course materials or study requirements	Interactivity Complete the interactive tasks within the modules	Read Read relevant books, articles, library resources or other materials relevant to your study
					
Reflect Complete a reflective task such as contributing to a private Blog or reflective journal in Blackboard	Share Open your work to the group (e.g. discussion forum)	Think Consider the information presented and how it can change or inform your practice	Tips Find extra tips relevant to the course material, the technology, or your study	Watch Watch a media element, such as YouTube video or a news item	Write Complete an exercise such as a mind map, quiz or short answer question

10. Using Blackboard

The most commonly used Bb activities are: discussion forums, journals, and Blackboard Collaborate Ultra synchronous sessions. You will find a detailed, step-by-step technical instruction guides in the Bb User Guides section of your course in Bb (see the Course Menu on the left of your Bb screen). Some of the resources built into each module include: videos; avatars; external articles for reading/watching; and Turnitin for assessment tasks.

In the Blackboard Collaborate Ultra section of the Course Menu, you will notice a session entitled **“Student Room: Open Session”**. This Room is only for students and you can arrange to meet your peers online in the Student Room. It is always open so that you can use it any time you like (be assured that academics will not look at these sessions). It is hoped that the sessions will allow you to share your thinking, discuss complex theoretical concepts or troubleshoot your work in progress with your peers. You are the moderators in this session, which means you can record it if you would like the opportunity to revisit it later.

You will find Blackboard Collaborate Ultra guides in the **Blackboard User Guides** section of the Course Menu.

For further tips on navigating Blackboard visit the LTO’s [Blackboard, Turnitin, and Beyond \(TEL\) webpage](#).

11. How to get the best out of your online course

While online learning is flexible and promotes self-directed learning, the modules include numerous interactive opportunities in order to promote one of the ongoing strengths of the program - cross disciplinary conversations and collegiality. So you are prepared to make the most of these opportunities, there are certain expectations you will need to meet. As an online participant we ask that you agree to:

- **Interacting with discussions on the Discussion Board.**
- **Being available to be contacted.**
- **Providing comprehensive feedback on assessment tasks.**
- **Offering you the chance to ask questions through ‘Post your questions here’ (see left-hand menu in Blackboard) where you can post or answer questions within the group. The facilitator will post answers here too on a regular basis.**

All the modules have a team of very active and interactive facilitators. One thing you will notice is that based on Garrison’s model of ‘teacher presence’ the whole teaching team maintains a strong presence for students in each and every module by:

- Checking the ‘ask your questions here’ forum;
- Posting weekly announcements;
- Posting videos providing useful information e.g. assessment tasks;
- Sharing up-to-date information from the sector;

- Reading and responding to forum posts;
- Organising and facilitating Blackboard Collaborate Ultra sessions;
- Responding to emails (however if you have a question it is likely that your peers have the same question so we encourage you to post to the 'ask questions here' forum) – in general emails will be answered as group posts if they do not contain sensitive personal information;
- and talking with you over the phone or Zoom

12. Finding and drawing on examples

As you progress through the modules, you may be asked to comment on experiences from your teaching practice, draw on an institutional document, refer to student sample work, or refer to a learning environment for ideas. This is to encourage you to make your learning in the program as authentic and practical as possible.

If you are not currently teaching or don't have access to the appropriate document, feel free to ask a colleague for their work (be mindful of potential privacy concerns). In addition, feel free to use one of the following courses to use as an example:

- [Aboriginal Education](#)
- [Contemporary Youth Health Issues](#)
- [Introduction to Research](#).

13. Enjoy the program

Our goal is to provide you with opportunities to challenge your current learning and teaching practices. To do this, we encourage you to take on new perspectives on learning and teaching, to try things you haven't tried before and to search for evidence to support your teaching practice as a scholarly activity. We look forward to being part of your journey

14. Glossary

Academic standards mean an agreed specification (such as a defined benchmark or indicator) that is used to define levels of academic performance or achievement. Academic standards may apply to academic outcomes, such as student or graduate achievement of required learning outcomes, or to academic processes such as student selection, teaching, research supervision, and assessment.

Assessment Criteria describe the required components and features of students' assessable work and are derived from explicit learning outcomes.

Benchmark means a process used to compare student performances in assessment, as well as assessment and grading practices for similar programs and courses offered by other universities and on different campuses of the University.

Blueprint means a tool that program coordinators can use to assist them in designing assessments that align with intended learning outcomes both at the program level, as well as at the course level.

Course Outline is the official University course information document available to students enrolled in the unit.

Course refers to a discrete component of study that is credited upon completing part of a program.

Diagnostic Assessment refers to assessment tasks designed to identify student knowledge and capacities in order to provide teaching and learning experiences targeted at improvement.

Formative assessment assists in monitoring student progress against standards, and provides feedback comparing their progress to the standards, with a view to helping students to achieve the standards (University of Melbourne).

Graduate Attributes refers to generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning and that have application in study, work and life contexts (TEQSA Glossary).

Learning outcomes are statements of the knowledge and skills a student has acquired and is able to demonstrate as a result of learning.

Moderation of assessment refers to quality assurance processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/ or programs of study (TEQSA Glossary).

Standards and criteria-based assessment refers to the evaluation of students' work or performance using pre-defined assessment criteria or standards.

Summative assessment means assessment used to assign marks that contribute to the final course grade. Summative assessment tasks may include both invigilated examinations and

other types of tasks, such as essays, presentations or projects, completed during the teaching of the course.

15. Acronyms

AQF	Australian Qualifications Framework
AT	Assessment Task
CLO	Course Learning Outcome
HE	Higher Education
ILO	Intended Learning Outcome
MLO	Module Learning Outcome
OBE	Outcomes-Based Education
OBLT	Outcomes-Based Learning and Teaching
PLO	Program Learning Outcome
SOLO	Structure of the Observed Learning Outcome (as in SOLO Taxonomy)
TLA	Teaching and Learning Activity
UbD	Understanding by Design

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