

EDUC6117: Building High-Quality Learning Environments

Callaghan and Online
Semester 1 - 2024



OVERVIEW

Course Description This course focuses on understanding the characteristics of, and building the skills to develop, high quality learning environments; enhancing personnel capacity building; fostering physical and mental health; improving organisational structures; improving group dynamics and modelling positive leadership.

Contact Hours

Callaghan Integrated Learning Session
Blended mode inclusive of face to face on campus attendance – dates/times to be advised by the course coordinator

Online Integrated Learning Session
Online
2 hour(s) per Week for Full Term starting Week 1

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator **Callaghan and Online**
A/Pr Scott Imig
Scott.Imig@newcastle.edu.au
(2) 4921 7956
Consultation: Please contact via email to set up an appointment

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

SYLLABUS

Course Content This course provides an in-depth knowledge and understanding of six broad topics: (1) characteristics of high-quality learning environments; (2) personnel health and well-being; (3) personnel capacity building; (4) organisational structures; (5) group dynamics; and (6) leadership.
Module 1 - characteristics of high-quality learning environments;
Module 2 - personnel health and well-being, personnel capacity building;
Module 3 - organisational structures, group dynamics, and leadership.

Course Learning Outcomes **On successful completion of this course, students will be able to:**
1. Analyse the characteristics of high-quality learning environments and facilitate the development of those characteristics;

2. Assess the organisational benefits of a healthy workforce and facilitate the development of personnel including physical and mental wellbeing using this new knowledge;

3. Design new knowledge to evaluate educational organisations with a focus on personnel well-being and physical space.

Course Materials -

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	2/4/2024	Individual	33%	1
2	Assignment 2	5/5/2024	Individual	33%	2
3	Assignment 3	9/6/2024	Individual	34%	3

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1

Assessment Type	Professional Task
Purpose	This assignment will provide you an opportunity to develop and apply your understandings from the first portion of the course.
Description	This is a four-part assignment which will be accomplished over the first 5 weeks of the course. It is comprised of 3 smaller written activities (4 points each) and a larger final document/presentation (21 pts.). Each smaller task (discussion board posts and wiki) and the larger task ask you to demonstrate understanding of the physical characteristics of high-quality learning environments.
Weighting	33%
Length	All components equivalent to a 2000-word essay
Due Date	2 April 2024
Submission Method	Online
Assessment Criteria	A rubric will be provided in the first module
Return Method	Online
Feedback Provided	Online - . Feedback will be provided within three weeks of the due date.

Assessment 2 - Assignment 2

Assessment Type	Professional Task
Purpose	This assignment will provide you an opportunity to develop and apply your understandings from the second portion of the course.
Description	This is a four-part assignment which will be accomplished over the second 5 weeks of the course. It is comprised of 3 smaller written activities (4 points each) and a larger final document/presentation (21 pts.). Each of the talks in this module assess your understanding of organisational characteristics that support staff wellbeing.
Weighting	33%
Length	All components equivalent to a 2000-word essay
Due Date	5 May 2024
Submission Method	Online
Assessment Criteria	A rubric will be provided in the second module
Return Method	Online
Feedback Provided	Online - . Feedback will be provided within three weeks of the due date.

Assessment 3 - Assignment 3

Assessment Type	Professional Task
Purpose	This assignment will provide you an opportunity to develop and apply your understandings from the course.
Description	This is a two-part assignment which will be accomplished over the final 5 weeks of the course. It is comprised of 1 smaller written activity (5 pts.) - and a larger final document/presentation. These tasks challenge you to develop transformative processes or practices within your own organisation.
Weighting	34%
Length	All components equivalent to a 2500-word essay.
Due Date	9 June 2024
Submission Method	Online
Assessment Criteria	A rubric will be provided in the third module. This assignment will provide you an opportunity to develop and apply your understandings from the second portion of the course.
Return Method	Online
Feedback Provided	Online - . Feedback will be provided within three weeks of the due date.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or

4. the course has a compulsory attendance requirement.
Before applying you must refer to the Adverse Circumstance Affecting Assessment Items
Procedure available at:
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy
Information**

The 'HELP for Students' tab in UoNline contains important information that all students should
be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

© 2024 The University of Newcastle, Australia



Length and Structure: Your deliverable for this assignment will take the form of a PowerPoint presentation (or Prezi or other presentation tool if you wish) that you might deliver to colleagues in your own organisation. Think about this as an approximately 10 minute presentation that you could deliver to promote a change. (The outline states that this is equivalent to a 2,000 word essay). Your presentation should be well written and contain a reference list.

Introduction: This first module has challenged you to think about the way organisations are structured. In some cases, the physical aspects of an organisation help to support and promote the development of individuals and in other cases the physical environment of an organisation can be a detriment to all it serves. In week three, you visited a place that has undergone a positive organisational change and you shared your observations with your colleagues. This assignment asks you to turn the lens on your own place of employment if possible. Please note, you are asked to discuss this assignment with your organisational leader – it is always important to maintain positive relations with your leader. This assignment has potential to identify opportunities for your workplace and allows you the time to study those opportunities.

The Assignment: This task asks you to do a bit of research in the literature, some investigation on the ground, a lot of reflection and some development work. In the form of a presentation, you are tasked with identifying an organisational short-coming and proposing research-based solutions to mitigate the issue.

Your Presentation should include 10-14 slides.

1. **Introduction:** In the first 3-4 slides, share research findings related to the importance of an organisation's physical structure. Please offer a minimum of 6 points with citations.
2. **Context:** In 3-4 slides, using photographs or drawings and words, share a place in your current organisation (or another organisation where you have access) that you feel does not represent some of those findings presented in your opening slides. Describe the physical environment and the effects of the context on those served in the area. What do you see as challenges/disadvantages/shortcomings of such an environment? How does that physical environment affect those who work or are served in that environment? If appropriate, you may want to ask your colleagues a few questions to further probe this.
3. **Proposal:** In 3-4 slides, offer your research-based suggestions for improving the physical space you have discussed in the prior slides. Use photographs, drawing and/or diagrams to assist you if possible.
4. **Consequences:** In 1-2 slides, project what you see as short-term and long-term benefits of your proposed modifications. What effects do you think the changes will have on those who work in and are served in that environment?
5. **Presentation.** You may choose to add voice-over to a few slides if it helps you explain your thinking. This is not a requirement, nor is it expected. As you lay out your PowerPoint, imagine that you will present it to your school/organisation executive team – they are your audience.

Criterion 1: Quality of Analysis			
Supporting Tasks from Module One	This is the score you have received on your first three assignments in this module. These include two discussion board posts and one wiki post.		Marks: 0-9 Please Note, these scores have already been recorded in Blackboard as separate items.
Quality of Introduction on Physical Structure Band Descriptors/Marks	Weak introduction. Little information related to importance of physical structure. Few citations. Marks: 0-1	Moderately strong introduction. Moderate information related to importance of physical structure. Moderate number of citations. Marks: 2-3	Well-done introduction. Introduction is clear and well articulated. Extensive information related to importance of physical structure. Extensive number of citations. Marks: 4-5
Criterion 2: Depth of conceptual understanding & Reflection			
Depth of conceptual understanding & Reflection Context Development	Weak presentation of the context through words and images. Weak link between opening slides and the context presented. Poorly developed description of the challenges of the environment and the ways it affects those who work in the environment. Marks: 0-1	Moderate presentation of the context through words and images. Moderate link between opening slides and the context presented. Moderately developed description of the challenges of the environment and the ways it affects those who work in the environment. Marks: 2-3	Strong presentation of the context through words and images. Strong link between opening slides and the context presented. Well-developed description of the challenges of the environment and the ways it affects those who work in the environment. Marks 4-5
Depth of conceptual understanding & Reflection Proposal for Improvement	Presented few research-based suggestions for improving the physical space. Provided none or few images to support proposal. Marks: 0-2	Presented a moderate number of research-based suggestions for improving the physical space. Provided moderate number of images to support proposal. Marks: 3-4	Presented many research-based suggestions for improving the physical space. Provided multiple images to support proposal. Marks 5-6
Depth of conceptual understanding & Reflection Consequences and Reflection	Offers few short- or long-term projections of the benefits of the proposed changes. Provides little or no information about the potential effects on those who work in or are served by the organisation. Marks: 0-1	Offers moderate number of short- or long-term projections of the benefits of the proposed changes. Provides moderate information about the potential effects on those who work in or are served by the organisation. Marks: 2-3	Offers extensive short- and long-term projections of the benefits of the proposed changes. Provides extensive information about the potential effects on those who work in or are served by the organisation. Marks: 4-5
Criterion 3: Communication			
Communication Band Descriptors / Marks	Presentation is poorly written and organised. Grammar, punctuation and citation errors are evident throughout. And/or Minimal evidence of elaboration on any area. No portion, or only a minor part, of the student's work comprises an elaborated, coherent presentation. Marks: 0	Presentation is satisfactorily written and organised. Some grammar, punctuation and citation errors are evident. And/or Satisfactory evidence of elaboration. A large portion of the student's work comprises an elaborated, coherent presentation. Marks: 1-2	Presentation is very well written and organised. Grammar, punctuation and citation errors are not evident. And/or Substantial evidence of elaboration on the task, and presented in a well-organized, coherent, and clear framework. Almost all of the student's work comprises an elaborated, coherent presentation. Marks 2.1-3

EDUC 6117 Building High Quality Learning Environments

Value: 33%

Semester 1

Task: Audit of Efforts to Support Wellbeing

Length and Structure: Your deliverable for this assignment will take the form of a PowerPoint presentation (or Prezi or other presentation tool if you wish). (The outline states that this is equivalent to a 2,000 word essay). Your Powerpoint/Presentation should be well written and contain a reference list.

Introduction: This second module focused on the health and wellbeing of employees and those served by organisations. You have done quite a bit of reading, watching and discussing about how organisations can provide employees with a positive work environment. This assignment asks you to turn the focus back on the organisation in which you currently work. If that is not feasible, you will need to find another organisation to review. Please note, you are asked to discuss this assignment with your organisational leader – it is always important to maintain positive relations with your leader. Just as with the last module's culminating task, this assignment has potential to identify opportunities for your workplace and allows you the time to study those opportunities.

The Assignment: After completing the module two readings, videos and discussion boards, you have a stronger understanding of the ways in which organisations can support the physical and mental wellbeing of employees. As with your first project, you will note that the course outline indicates this assignment is comprised of components *equal to* a 2,000-word essay but the actual deliverable is not an essay for this module. In addition, this module has had you complete a few smaller tasks along the way (discussion board posts, interviews, observations). You may incorporate any/all of your thinking and writing from these tasks into this assignment. Your deliverable for this assignment will take the form of a 10-slide PowerPoint or equivalent including a well-developed diagram/visual. The purpose of this assignment is to have you audit your own organisation to find out what services/programs/policies are available to support you. It is an audit that should help you understand what is available and what opportunities exist for improvement.

1. Audit: Gather as much information as you can about the benefits and programs in place at your organisation (school, hospital, Tafe, etc.) that are intended to support employees. Do you have a human resources office/website that could be helpful – use it. Do you have an HR representative? Talk to that person. What services are available to support your physical and mental health? Are there counselling programs available? Are there athletic memberships? Does your organisation offer nutrition support/advice? Are there family supports? Basically, we want you to figure out all the ways that your organisation works to support and improve the wellbeing of its employees.

Note, having watched the videos from Deborah Kelly, Carl Leonard and Nathan Towney, you have listened to leaders talk about meeting the needs of specific populations. We also want you to think about one group of students (Indigenous, special needs, refugee and asylum-seeker, etc.) and analyse resources/training/personnel available in your organisation to help you meet the students' specific needs.

2. Articulate: In no more than 9 slides (you can do this in fewer if you wish), present the multiple ways your organisation supports its employees. You can include pictures if you wish. You can be as creative as you wish here – what do you see as the ways you are supported? Create your own categories and headings for your slides. Be sure to include 1-2 slides focused on part 1.a. above.
3. Diagram: Create a one-slide diagram that visually depicts the supports offered by your organisation **but also identifies where there are gaps**. To be more specific, create a diagram that shows the programs/policies/benefits provided by your organisation. Your diagram should also make it clear where there may be some gaps – see if you can identify any supports that might be beneficial to improve employee wellbeing, including resources to better serve your student populations. Please do not voiceover this PPT or presentation and do not use the notes section – put everything you wish to share in the body of your presentation.
Please do not voiceover this PPT or presentation and do not use the notes section – put everything you wish to share in the body of your presentation

EDUC6117 Assessment Task 2 Marking Criteria			
33 Points – Note, 9 of these points were earned through blackboard work this module			
Supporting Tasks from Module Two	This is the score you have received on your first three assignments in this module. These include two discussion board posts and one wiki post.		Marks: 0-9 Please Note, these scores have already been recorded in Blackboard as separate items.
Quality of Audit	Weak audit. Little information related to benefits and programs available in the organisation you audited. Marks: 0-3	Moderate audit. Moderate information related to benefits and programs available in the organisation you audited. Marks: 4-6	Exceptional audit. A great deal of information related to benefits and programs available in the organisation you audited. Marks: 7-9
Organisation and Interpretation of Audit Inclusion of Resources focused on Specific Groups of Students	Weak organisation and categorisation of the audit findings. Little or no reference to specific group of students. Marks: 0-2	Moderate organisation and categorisation of the audit findings. Inclusion of available support for meeting needs of a specific group students. Marks: 3-4	Strong organisation and categorisation of the audit findings. Inclusion of and extensive reflection on available support for meeting needs of a specific group students. Marks 5-7
Graphic Development	Poor visual presentation of the benefits offered by your organisation. Poor job of highlighting gaps in the benefits via your diagram. None or few benefit opportunities identified. Marks: 0-1	Moderate visual presentation of the benefits offered by your organisation. Moderate job of highlighting gaps in the benefits via your diagram. Moderate number of benefit opportunities identified. Marks: 2-3	Strong visual presentation of the benefits offered by your organisation. Exceptional job of highlighting gaps in the benefits via your diagram. Numerous benefit opportunities identified. Marks 4-5
Criterion 2: Communication			
Communication Band Descriptors / Marks	Presentation is poorly written and organised. Grammar, punctuation and citation errors are evident throughout. And/or Minimal evidence of elaboration on any area. No portion, or only a minor part, of the student's work comprises an elaborated, coherent presentation. Marks: 0-1	Presentation is satisfactorily written and organised. Some grammar, punctuation and citation errors are evident. And/or Satisfactory evidence of elaboration. A large portion of the student's work comprises an elaborated, coherent presentation. Marks: 2	Presentation is very well written and organised. Grammar, punctuation and citation errors are not evident. And/or Substantial evidence of elaboration on the task, and presented in a well-organized, coherent, and clear framework. Almost all of the student's work comprises an elaborated, coherent presentation. Marks: 3

			Marks 3
--	--	--	----------------

