

## EDUC6901: Quality Teaching in Higher Education

Online

Semester 1 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

**Course Description** Delivering high quality teaching is critical to the student experience at university. This course provides a conceptual and practical introduction to quality teaching, grounded in evidence of positive effects for teachers and students. By addressing core aspects of quality teaching, students are guided in how to enrich their teaching, course design, and assessment.

**Contact Hours**

**Online Lectorial**  
Online  
1 hour(s) per week(s) for 12 week(s) starting Week 1

**Tutorial**  
Online  
2 hour(s) per week(s) for 12 week(s) 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

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# CONTACTS

**Course Coordinator** Dr Sally Patfield  
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Consultation: please email in the first instance to make an appointment.

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# SYLLABUS

**Course Content** Topics will include:

- How 'teaching quality' is understood and addressed in Australian higher education
- Critical analysis of pedagogy and andragogy
- An introduction to the Quality Teaching Model as a relevant framework for university teaching
- Ensuring *Intellectual Quality* through pedagogy focused on deep understanding of important ideas
- Ensuring *Quality Learning Environments* that are productive for student learning
- Ensuring *Significance* by connecting teaching and learning to students' lives and the wider world, as well as through valuing the knowledge, skills and understandings of diverse social groups
- Using the Quality Teaching Model to guide course and lesson design, and assessment tasks
- Using the Quality Teaching Model for the analysis of practice and building capacity in teaching teams

**Course Learning Outcomes** **On successful completion of this course, students will be able to:**

1. Formulate and explain their ideas about quality teaching in higher education.
2. Design and use relevant strategies to achieve high levels of intellectual quality in teaching and learning.
3. Design and use relevant strategies to achieve quality learning environments.
4. Design and use relevant strategies to ensure teaching and learning are meaningful to students.
5. Analyse, discuss and refine teaching and learning using the language and structure of the Quality Teaching Model.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Setting the Scene: Quality Teaching in Higher Education	Module 1	
2	4 Mar	Setting the Scene: Pedagogy and Andragogy	Module 1	
3	11 Mar	Setting the Scene: Introduction to the Quality Teaching Model	Module 1	
4	18 Mar	Setting the Scene: Pulling it All Together	Module 1	Assessment 1 Due 11.59pm Friday 22 <sup>nd</sup> March
5	25 Mar	Unpacking the Quality Teaching Model: Intellectual Quality	Module 2	
6	1 Apr	Unpacking the Quality Teaching Model: Quality Learning Environment	Module 2	
7	8 Apr	Unpacking the Quality Teaching Model: Significance	Module 2	
<b>Mid-Semester Recess</b>				
<b>Mid-Semester Recess</b>				
8	29 Apr	Unpacking the Quality Teaching Model: Pulling it All Together	Module 2	Assessment 2 Due 11.59pm Friday 3 <sup>rd</sup> May
9	6 May	Applying the Quality Teaching Model: Course and Lesson Design	Module 3	
10	13 May	Applying the Quality Teaching Model: Assessment	Module 3	
11	20 May	Applying the Quality Teaching Model: Scholarship of Teaching and Learning	Module 3	
12	27 May	Applying the Quality Teaching Model: Pulling it All Together	Module 3	Assessment 3 Due 11.59pm Friday 31 <sup>st</sup> May
13	3 Jun	n/a		
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

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

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Using the Quality Teaching Model	11.59pm Friday 22 <sup>nd</sup> March	Individual	40%	1, 5
2	Analysis of practice	11.59pm Friday 3 <sup>rd</sup> May	Individual	40%	1, 2, 3, 4, 5
3	Final course reflection	11.59pm Friday 31 <sup>st</sup> May	Individual	20%	1

## 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.

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## Assessment 1 - Using the Quality Teaching Model

<b>Assessment Type</b>	Professional Task
<b>Description</b>	Participants code a recorded teaching and learning activity (e.g., lecture, tutorial, workshop) using the dimensions and elements of the Quality Teaching Model. Participants provide their codes, associated evidence, and a short, written critical reflection about what they have learned about quality teaching as a result of this experience.
<b>Weighting</b>	40%
<b>Due Date</b>	11.59pm Friday 22 <sup>nd</sup> March
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<ul style="list-style-type: none"><li>- Correctly identifies the most appropriate codes for the given teaching and learning activity using the Quality Teaching Model coding scale and descriptors.</li><li>- Provides valid evidence for their selection of codes drawing on observable aspects of classroom practice for the given teaching and learning activity.</li><li>- Critically reflects on their understanding of quality teaching.</li></ul>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided via Canvas within 3 weeks of the submission of your assignment.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 2 - Analysis of practice

<b>Assessment Type</b>	Proposal / Plan
<b>Description</b>	<p>Participants analyse and refine a teaching and learning activity (e.g., a lecture, tutorial, or workshop) using the dimensions and elements of the Quality Teaching Model.</p> <p>As part of the task, they will discuss:</p> <ul style="list-style-type: none"><li>- how they typically approach the activity;</li><li>- what they have changed to enhance the Intellectual Quality, Quality Learning Environment, and Significance; and</li><li>- how the changes could contribute to better student learning and an improved student experience.</li></ul>
<b>Weighting</b>	40%
<b>Due Date</b>	11.59pm Friday 3 <sup>rd</sup> May
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	<ul style="list-style-type: none"><li>- Designs and uses relevant strategies to achieve high levels of intellectual quality in teaching and learning.</li><li>- Designs and uses relevant strategies to achieve quality learning environments.</li><li>- Designs and uses relevant strategies to ensure teaching and learning are meaningful to students.</li><li>- Uses the language and structure of the Quality Teaching Model to describe how the teaching and learning activity has been changed.</li><li>- Critically reflects on how the use of their selected strategies will contribute to students' learning and their overall experience as a university student.</li></ul>
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided via Canvas within 3 weeks of the submission of your assignment.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## Assessment 3 - Final course reflection

<b>Assessment Type</b>	Proposal / Plan
<b>Description</b>	Critically reflecting on what they have learned in the course, participants discuss implications for: 1) their practice; 2) their teaching team/school/discipline; and, 3) university teaching in general.
<b>Weighting</b>	20%
<b>Due Date</b>	11.59pm Friday 31 <sup>st</sup> May
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Critically reflects on implications for practice through the lens of the Quality Teaching Model.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Feedback will be provided via Canvas within 3 weeks of the submission of your assignment.
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment.

## 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 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.

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- 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. Please see [Student Academic Integrity Policy](#) for more information.
- 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](#).
- Important Policy Information** The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

*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.*

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