Unit Outline

Unit Code & Name
LTS502 Teaching and Learning Methods and Media

Credit Points
12.5

Prerequisites
LTS501: Learning Contexts, Styles and Outcomes

Teaching Period and Year
Semester 2, 2007

Contact Hours
Blended learning (approximately 150 hours of study time in total predominantly online)

Staff

Kay Salehi - *Unit Convener and tutor*
Phone: 9214 8759; ksalehi@swin.edu.au
Office: AD203b Hawthorn Campus

Kwong Wong – *Program Co-ordinator*
Phone: 9214 5712
Email: kwong@swin.edu.au

Ian Charleson – *Tutor*
Phone: 9214 5715;
icharleson@swin.edu.au
Office: AD203a Hawthorn Campus

Adele Flood – *Portfolio & Acting Program Co-ordinator*
Phone: 9214 4475
Email: aflood@swin.edu.au

 Lizzy Sampson – *Admin Officer*
Academic Development & Support
Phone: 9214 8895
Email: esampson@swin.edu.au

Aims
The aims of this unit are to raise awareness of the variety of teaching methods and media options including the use of large and small group sessions in your subjects. Part of this will involve selecting and evaluating teaching and learning methods and media appropriate to your teaching context. You will have an opportunity to explore the various media and ICT activities that might enhance student learning in your day-to-day teaching. You will continue to providing evidence in a teaching portfolio of your reflective practice and the further development of your skills and knowledge.

Learning Objectives
After completing this unit, participants should be able to:
- Identify characteristics of good teaching in a variety of contexts
- Identify a range of available teaching and learning methods and media
- Select teaching methods appropriate to specified learning objectives

- Reflect and document your effectiveness as a member of a teaching and learning team.
- Plan a teaching and learning session taking into account the characteristics of good teaching methods and a diverse range of learners.
- Analyse and appraise your use of teaching and learning methods.
- Consider the use of large and/or small group teaching techniques effectively in your own programs.
- Explain how learning technologies might enhance your teaching and learning
- Analyse and appraise teaching and learning media resources
- Plan, develop and implement learning and teaching activities using educational technologies.
- Integrate teaching methods and media into a teaching session taking full account of aims, objectives, teaching and learning methods
- Critically review a teaching session demonstrating alignment of teaching methods and media.

Graduate Attributes

Participation in this unit is expected to contribute towards the development of the following attributes in participants;

Are capable in their chosen professional areas
- Are informed and knowledgeable in the area
- Have an appreciation of areas of uncertainty within a body of knowledge
- Have the ability to engage in informed critical inquiry
- Have pertinent skills and abilities
- Display attitudes appropriate to the professional area
- Understand the relationship between theory and practice

Are entrepreneurial
- Have the ability to critically understand innovations and developments
- Have the ability to make links and connections between developments and opportunities within/across diverse environments
- Have the ability to identify and realize opportunities for responsible innovation
- Have the ability to deal with success and failure through informed critique and self-reflection

Operate effectively and ethically in work and community situations
- Have the ability to work both independently and collaboratively
- Have the ability to effectively communicate using a range of media and in varied contexts

Are adaptable and manage change
- Are self-motivated
- Have multifaceted research and problem solving skills
- Have a general capacity for flexibility and curiosity

Are aware of environments
- Have a broad understanding of the role of technology in our society

Content

The unit activities and resources relate to the following topics:
- Alignment of Curricula
- Working with others in the teaching environment
- An overview of teaching and learning methods
- Relating teaching and learning methods to practice
- Engaging and exploring new technologies
- Exploring the use of Communication media to facilitate learning
- Effective choice of media and ICT activities

- Evaluation

Learning and Teaching Methods

Teaching methods include:
- Presentation, discussion and individual tasks that will be undertaken in face-to-face workshops and throughout the online programme.
- Provision of online learning resources.
- Participant contribution to various online activities including online discussion asynchronous and/or synchronous with peers and tutors.
- Participant planning, design, conduct and reflection on an observed teaching session. An element of tutor and peer review will be incorporated into this method.
- Participant development of a reflective journal.
- Continued participant development of personal/professional portfolio of teaching and learning materials.

Assessment

All assessment items must be satisfactorily completed in response to nominated assessment criteria to pass this subject.

Item	Nominal Weighting	Due date
*Plan a learning and teaching media resource or ICT activity to support your observed teaching session(s)	35%	24 Sept 2007
*Plan, design, conduct and reflect on your final observed teaching session (which includes your media resource/ICT activity).	45%	2 Nov 2007
*Continue the development of your teaching and learning portfolio. This should incorporate your reflections on your observed teaching sessions as documented in your journal and your responses to the learning activities specified in the module, together with examples of the materials developed to support your observed teaching sessions.	20%	16 Nov 2007 (Booking deadline Nov 1)
*Contribution to Unit Activities (at least 80%) and workshops		As scheduled

Notes:

#Unless otherwise approved by the Course Convenor via written application where appropriate.

*Detailed assessment criteria for this item can be found in the subject Blackboard site in the Assessment button area.

Minimum Requirements for a Pass:

In order to achieve a pass in *LTS502: Teaching and Learning Methods and Media* a student must:

- Participate in online Activities.
- Submit a detailed design and implementation plan for a media based learning and teaching resource and/or ICT activity.
- Plan, design, conduct, evaluate and reflect on an observed teaching session that includes the media resource and/or ICT activity.
- Present an updated version of your teaching and learning portfolio, which includes your reflections on your observed teaching session, your responses to the learning activities specified in the module, and examples of the materials developed to support your observed teaching session.

Resubmission process

The facility for resubmission of assessment items is available in this unit. Early submission of assessment items is encouraged as resubmission must occur prior to the normal due date or extended due date for submission of the item.

Unit Result Categories

Please note that a statement shall be included in the published results to the effect that only one category of satisfactory achievement is awarded for subjects in the Graduate Certificate in Teaching and Learning in Higher Education.

Reading Materials

Major resources for the module are online sites and materials and current journal articles from journals such as

- Higher Education Research and Development [Australasia],
- Australian Journal of Educational Technology,
- Innovative Higher Education [USA],
- Higher Education Quarterly [UK]

Recommended reading texts (copies available from Swinburne library) include:

Barab, S. et al (2004) Designing for Virtual Communities in the Service of Learning, Cambridge University Press.

Bates A., Poole G. (2003) Effective Teaching with Technology in Higher Education, Jossey-Bass, San Francisco.

Biggs, J. (1999) Teaching for Quality Learning at University, Society for Research into Higher Education and Open University Press, Buckingham.

Duggleby, J. (2000) How to be an Online Tutor, Gower Publishing Limited, England.

Gibbs, G. (1989) Improving Student Learning, Oxford Centre for Staff Development, Oxford.

Conrad, R et al (2004) Engaging the Online Learner, Jossey-Bass, C.A.

Knowles, M. (1990) The Adult Learner: A Neglected Species 4th Ed., Gulf Publishing Company, Houston.

Laurillard, D. (2002) Rethinking university teaching : a conversational framework for the effective use of learning technologies: 2nd ed. Routledge Falmer, London

Mason, R. (1995) Using Communications Media in Open and Flexible Learning, Kogan Page, London.

Race, P. (2005) 500 tips for open and online learning, 2nd edn, New York, RouteledgeFarmer.
Roberts, T. (2005) Computer-supported collaborative learning in Higher Education, Idea Group Publishing, Melbourne.
Ramsden, P. (2003) Learning to Teach in Higher Education, 2nd Ed, Routledge, London.
Salmon G. (2000) E-Moderating- The key to teaching and learning online, Kogan Page, London.

Recommended websites include:
Higher Education Research and Development Society of Australasia (HERDSA)
http://www.herdsa.org.au/
The Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)
http://www.ascilite.org.au/index.html
Staff and Educational Development Association http://www.seda.ac.uk
Learning Designs websites:
http://www.learningdesigns.uow.edu.au/project/learn_design.htm

Assessment and Appeals Process

The complete version of the Assessment and Appeals Policy and Procedure, Higher Education is available at the following address:
http://ppd.swin.edu.au/stuinf/AssessmentAndAppealsHigherEducation.htm

Students are required to be familiar with this policy and procedure. Please note it is not sufficient to only read the brief summary provided in the linked document and on your Blackboard site. Failure to be familiar with this policy and procedure will not be considered grounds for appeal.

Plagiarism
Plagiarism at Swinburne is considered to be a serious offence and is specifically dealt with under the Assessment and Appeals Policy. Please go to:
http://ppd.swin.edu.au/stuinf/AssessmentAndAppealsHigherEducation.htm and make yourself familiar with Swinburne's definition of Plagiarism. A guide for students on avoiding plagiarism is available at:
http://www.swin.edu.au/ltas/intro/teachingAdvice/documentation/plagiarism_guide.pdf