



CHRISTIAN HERITAGE COLLEGE

**ED655**

**DELIVERING HIGHER EDUCATION PROGRAMS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	ED655
<b>Unit name</b>	Delivering Higher Education Programs
<b>Associated higher education awards</b>	Graduate Certificate in Christian Education Master of Education
<b>Duration</b>	One semester
<b>Level</b>	Postgraduate
<b>Unit Coordinator</b>	Dr Paul Rumble
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
<b>Student workload</b>	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
<b>Delivery mode</b>	External
<b>Pre-/Corequisites</b>	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education <b>OR</b> ED602 Philosophical Perspectives on Education
<b>Rationale</b>	The particular demands placed upon those operating in the higher education sector will be examined. Aspects of motivation, course development and structure, student assessment and course evaluation, as well as reporting and record-keeping, will be considered. A critical self-evaluation approach will be developed. This unit aims to prepare students for a prospective career in higher education as well assist current lecturers to improve their understandings and practice.
<b>Learning outcomes</b>	On completion of this unit, students will have provided evidence that they have: <ol style="list-style-type: none"> <li>1. critiqued relevant learning and teaching theories;</li> <li>2. demonstrated a comprehensive understanding of essential characteristics of highly successful educators;</li> <li>3. analysed, compared and contrasted ways in which learners impact on design, delivery and assessment in higher education environments;</li> <li>4. critiqued the role performed by regulating authorities in terms of quality assurance within higher education;</li> <li>5. examined and critiqued the role of regulation and regulatory authorities;</li> <li>6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.</li> </ol>

<b>Content</b>	<p>Exploring the work of educators in higher education contexts.</p> <p>Understanding learners and learning contexts within higher education.</p> <p>Designing, delivering, assessing and moderating courses in higher education.</p> <p>Developing a critical self-evaluation approach.</p> <p>Requirements of regulatory authorities in higher education.</p> <p>Academic governance.</p>
<b>Assessment tasks</b>	<p><b>Task 1:</b> Review of relevant literature</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-5</p> <p>Assessed: Y - 2016, S - 2, W - 8</p> <p><b>Task 2:</b> Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-5</p> <p>Assessed: Y - 2016, S - 2, W - 15</p>
<b>Specialist resource requirements</b>	Nil
<b>Prescribed text(s)</b>	Nil
<b>Recommended readings</b>	<p>Benzie, H. J. (2010). <i>Graduating as a 'native speaker': International students and English language proficiency in higher education</i>. Higher Education Research and Development, 29(4), 447-459.</p> <p>Bexley, E., &amp; Baik, C. (2011). <i>Casual academics: Australia's hidden workforce</i>. Higher Education Forum, 8, 61-74.</p> <p>Birrell, B. (2006). <i>Implications of low English standards among overseas students in Australian universities</i>. People and Place, 14(4), 53-65.</p> <p>Biggs, J. (2003). <i>Teaching for quality learning at university: What the student does</i>. Buckingham: SRHE and Open University Press.</p> <p>Bretag, T. (2007). <i>The emperor's new clothes: Yes there is a link between English language competence and academic standards</i>. People and Place, 15(1), 13-21.</p> <p>Business Council of Australia. (BCA). (2011). <i>Lifting the quality of teaching and learning in higher education</i>. Melbourne: BCA.</p> <p>Coates, H., &amp; Seifert, T. (2010). <i>Linking assessment for learning, improvement, and accountability</i>. Quality in Higher Education, 17(2), 179-195.</p> <p>Doyle, T. (2008). <i>Helping students learn in a learner-centered environment : A guide to facilitating learning in higher education</i>. Sterling, A: Stylus Pub</p> <p>Fry, H., Ketteridge, S., &amp; Marshall, S. (2003). <i>A handbook for teaching and learning in higher education</i>. London: Kogan Page.</p> <p>Harvey, L., &amp; Newton, J. (2005). <i>Transforming quality evaluation: Moving on. paper presented at the dynamics and effects of quality Assurance in higher education</i>. Retrieved 20 July 2009.</p> <p>Hussey, T., &amp; Smith, P. (2002). <i>The trouble with learning outcomes</i>. Active Learning in Higher Education 3(220), 220-233.</p>

<p><b>Recommended readings (continued)</b></p>	<p>Joughin, G. (Ed.). (2008). <i>Assessment, learning and judgement in higher education</i>. Dorrecht; London: Springer.</p> <p>Kandlbinder, P., &amp; Peseta, T. (Eds.) (2011). <i>Higher education research and development anthology</i>. Milperra, NSW: HERDSA.</p> <p>Meyer, J., &amp; Land, R. (2005). <i>Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning</i>. Higher Education 49 pp. 373-388.</p> <p>OECD (2013). <i>Education at a glance</i>. Paris: OECD.</p> <p>Ostrander, R. (2009). <i>Why college matters to God: Academic faithfulness and Christian higher education</i>. Abilene, TEX: Abilene Christian Univeristy Press.</p> <p>Ramsden, P. (2003). <i>Learning to teach in higher education</i>. (2nd ed.). London: Routledge Falmer.</p> <p>Reeves, T.C., &amp; Reeves, P.M. (2012) <i>Designing online and blended learning</i>. In L. Hunt &amp; D. Chalmers (Eds.) <i>University Teaching: A learning-centred approach</i>. Melbourne : ACER.</p> <p><b>Journals and Periodicals</b></p> <p>Adult Learning Australia</p> <p>Australian Educator</p> <p>Australian Journal of Education</p> <p>Australian Journal of Teacher Education</p> <p>Christian Teachers Journal</p> <p>Education Review</p> <p>Journal of Christian Education</p> <p>Queensland Teachers’ Journal</p> <p>Teacher</p> <p><b>Websites</b></p> <p><a href="http://www.herdsa.org.au/?page_id=3254">http://www.herdsa.org.au/?page_id=3254</a></p> <p><a href="http://www.flinders.edu.au/pathe/resources.html">http://www.flinders.edu.au/pathe/resources.html</a></p> <p><a href="http://w3.unisa.edu.au/academicdevelopment/">http://w3.unisa.edu.au/academicdevelopment/</a></p> <p><a href="http://graitan.edu.au/home/higher-education">http://graitan.edu.au/home/higher-education</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>.</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Unit summary</b></p>	<p>This unit examines the demands related to teaching in the higher education sector. It examines a variety of higher education contexts, the nature and variety of higher education students, the delivery and assessment of higher education units, self-evaluation techniques and practices as well as regulatory influences upon teaching in higher education.</p>