

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

**Unit FBE 204
Learning and Teaching in
Business**

Semester 1, 2010

Business Department

25 February 2010

**MACQUARIE UNIVERSITY
FACULTY OF Business and Economics
UNIT OUTLINE**

Year and Semester: 2010, Semester 1

Unit convenor: Dr Boris Handal

Prerequisites / Corequisites: None

Credit points: 3

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

The unit aims to provide students who want to explore aspects of learning and teaching within their discipline with the knowledge and skills to enable them to be effective teaching assistants at undergraduate level.

This unit explores a number of instructional issues empowering individuals to develop specific teaching capabilities. These include: delivering and presenting a lesson, classroom management, providing student feedback, writing assessment items, questioning and answering in class, conducting online discussions and developing cross-cultural competencies in teaching and learning.

Assessment will consist of participation in online activities, a negotiable task which might include producing a multimedia learning material or a piece of writing including a related presentation, class observation and delivering a short lesson.

Over the course of the semester students will develop a broad range of educational graduate capabilities such as problem solving to adapt knowledge to the practice of learning and teaching, communication for cultural understanding in new environments and tasks as well as designing pedagogically productive instructional approaches in a creative and innovative way

("Teaching assistant" is defined broadly to include any role, other than administration, that supports teaching and learning – including tutor, workshop or practical demonstrator, lab assistant, marker or grader, PAL group leader, giver of feedback, writer of problems, questions or exercises.)

TEACHING STAFF

Dr Boris Handal
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Consultation time:

Monday : 9:00 am – 11 am and Thursday: 9:00 am – 11 am

Please make an appointment by email to wait for you.

In order to gain access to my office located at level 1 of building E4A during consultation hours please ring me from the phone available in the lobby.

CLASSES

There is a two hour lecture at 10:00 Thursday followed by one hour tutorial each week for 12 weeks. The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

TECHNOLOGY USED AND REQUIRED

Student will need access to the Internet to access Blackboard, videos and wiki technology.

UNIT WEB PAGE

The web page for this unit can be found at: <http://learn.mq.edu.au/webct>

LEARNING OUTCOMES

By the end of the semester students should be able to:

1. describe the key issues related to presenting content to students
2. demonstrate an understanding of the principles associated with assessment and exam writing
3. be able to engage students in learning through productive pedagogical approaches
4. explain the importance and types of feedback expected by students
5. discuss the dynamics and implications of group learning in higher education
6. explain the importance of electronic teaching resources and their potential role in supporting learning

GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world. This unit contributes to this by developing the following graduate capabilities:

- 1 Problem solving and research capability
- 2 Creative and innovative
- 3 Effective communication
- 4 Discipline specific knowledge and skills

TEACHING AND LEARNING STRATEGY

Each student will participate in discussions and practical activities which include online forums, observing and critiquing a class, delivering a small lesson, a written research task and a seminar presentation. This unit has a strong hands-on component and students are requested to actively participate both in class and online tasks.

During the lecture and tutorial, students will be exposed to various training materials related to several instructional issues. The lecturer will conduct whole class discussions and in small groups to explore specific issues. Emphasis will be on key instructional capabilities that are vital in running a pedagogically productive learning session.

A number of sessions will make use of supporting online video. The videos capture students' expectations and their voices on various learning and teaching issues. Videos are also accompanied by reflection questions designed to promote critical understanding on a variety of teaching and learning issues in tutorials and lectures. The questions are thought-provoking and draw upon teachers' prior knowledge and practical experience. The reflection questions also aims at assisting teachers in being more reflective on their own practice and to develop a broader repertoire of instructional interventions.

Week	Topic	Tutorial	
1	22 Feb -26 Feb Introduction Topic 1: Conceptions of learning and teaching Discussion forum 1: Providing feedback	<i>Explaining online discussion task</i> <i>Joining Micro teaching groups.</i>	
2	1 Mar -5 Mar Topic 2: Delivering and presenting Discussion forum 2: Questioning and answering	<i>Explaining class observation task</i> <i>Explaining the multimedia project task</i>	
3	8 Mar - 12 Mar Topic 3: Classroom management Discussion forum 3: Language barriers	<i>Explaining online roundtable task</i>	
4	15 Mar - 19 Mar	Online roundtable week (no attendance)	
5	22 Mar - 26 Mar	Online roundtable week (no attendance)	
6	29 Mar – 1 Apr	Topic 4: Encouraging participation	Topic 5: Group work
Semester break			
7	19 Apr - 23 Apr	Class observations (no attendance)	
8	27 Apr – 30 Apr	Topic 6: Online tools for teaching and learning	Micro teaching 1
9	3 May – 7 May	Topic 7: Learning styles	Micro teaching 2
10	10 May – 14 May	Topic 8: Assessment and Exam writing	Micro teaching 3
11	17 May – 21 May	Topic 9: Peer assisted learning	Micro teaching 4
12	24 May – 28 May	Topic 10: Curriculum development	Micro teaching 5
13	31 May – 4 Jun	Micro teaching 6	

All prescribed unit readings are accessed via Blackboard. There are no specific textbooks recommended for this unit. However, if you want to read further on the above topics the following books are suggested:

- Biggs, John. (2003). *Teaching for quality learning at university*. Open University Press.
Ramsden, Paul. (1992). *Learning to teach in higher education*. London: Routledge Farmer.
Good, Thomas and Brophy Jere. (2002). *Looking in Classrooms*. HarperCollinsCollege Publishers.
Fry, Heather, Ketteridge, Steve and Marshall, Stephanie. (2009). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. London: Routledge Farmer.
Entwistle, Noel. (2009). *Teaching for Understanding at University: Deep Approaches and Distinctive Ways of Thinking*. Palgrave Macmillan.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

This unit is taught by a combination of seminars and practical sessions. Therefore a minimum of 80% class attendance is necessary to pass the unit.

The final grade will be determined after consideration of performance in all aspects of the course, Students must attempt all assessment tasks for performance to be satisfactory. There are no exams for this unit.

Assessment Task 1: Online Roundtable (20%)

In this task students will form groups and through online role play will complete an activity where lecturers, tutors, students and parents discuss a specific educational issue. Online roundtables will be set up in week 3. Online discussions will take place in week 4. In week 5 each group will collaboratively produce a one-page single report through online tools. No attendance is required in weeks 4 and 5. A number of potential educational issues include:

Issue 1: Teaching keeping a balance between theory and practice

Issue 2: Are groupwork assignments valuable to learning?

Issue 3: Do you prefer structured or discussion-based tutorials?

Marking Criteria:

- Collects and reflect on relevant information 5%
- Shows consideration and collaboration during the discussions 5%
- Actively participates and contributes 5%
- Meet group work requirements 5%

Assessment Task 2: Class Observation (20%)

Students individually are to observe and critically analyse a lesson and then complete an observation report based on a specific format.

Marking Criteria:

- Depth of information collected for each item 12%
- Reflections on strengths of the lesson 4%
- Reflections on weaknesses of the lesson 4%

Assessment Task 3: Micro teaching and peer observation (20%)

Students are to complete a lesson plan and teach a five-minute lesson.

Your presentation is a mini-lesson on a topic designated by you.

The lesson plan should be presented at the time of your presentation. It should include:

(a) specific objectives of your lessons — a maximum of three objectives—,

(b) the steps in your lesson

(c) any relevant board diagrams or overhead transparencies.

After the lesson you will need to submit a quick self-evaluation of your performance.

Marking Criteria:

- Detailed lesson plan 5%
- Quality of presentation (explanation, questioning, checking for understanding, helping students and summarising concepts.) 10%
- Self-reflection 5%

Assessment Task 4: Multimedia project or essay (30%)

This task involves either producing a multimedia teaching resource, an essay or an investigation report (1500 words) on an issue related to teaching and learning in Business education. Topics should be agreed upon by week 5 in consultation with the unit coordinator. The multimedia projects will be posted online through Blackboard.

1. Producing a *multimedia teaching material* involves creating a web-based resource material suitable for use in a business and economics educational context. The nature of the resource may take various formats. The resource once completed will be presented to the class. The presentation should include learning objectives, instructions, and possible uses of the resource in a teaching context.

Marking Criteria:

- Technical quality of the resource 10%
- Instructional suitability (engagement and interactivity) 10%
- Suitability for the business and economics disciplines 5%

2. Alternatively, you may like to submit a 1500 word essay or a report on an exploratory study.

2.1 Potential discussion topics for an essay include:

1. What do you expect from a lecture or tutorial at the beginning of the semester?
2. Discuss three factors that lecturers should be aware of
3. Discuss three factors than enhance your learning
4. Which factors may hinder student participation?
5. How can a tutor help students to participate?
6. What aspects of groupwork do you find beneficial?
7. What specific skills and strategies students to develop to succeed in the study of their disciplines?

2.2 You can also conduct an exploratory study on an issue of educational relevance through a survey or interviews.

The marking criteria for the two above items is as follows:

- Originality and clarity 5%
- Organisation 5%
- Support, reasoning and style 10%
- Use of sources/referencing
Presentation/grammar/spelling/usage/punctuation 5%

Multimedia Critique Exercise (for both 2.1 and 2.2)

All FBE204 students will be asked to comment online on mutlimedia learning projects produced by their peers within their own tutorials. Instructions will be posted through Blackboard in week 11. Comments are due by 10th June. Mark: 5% points

Assessment Task 5: Discussion Forums (10%)

Students will participate in each of the three online discussion forums at least once. Students are to watch the relevant video before posting their comments. They can either present their own views or respond to a previous comment but must address at least one of the basic questions accompanying the video.

Note: the discussion forums will be open for the week only.

Marking Criteria:

- Thoughtful analysis of the video.
- Meaningful connections to course content and real-life experience
- Extend discussion beyond what already has been voiced in the discussion forum.
- Courtesy and net etiquette while participating in the forum.

Mark allocation:

Contribution to forum 1 (4%)

Contribution to forum 2 (3 %)

Contribution to forum 3 (3%)

Assessment Tasks Schedule

Item	Assessment Task	Date due	Value	Learning Objectives
1	Online roundtable	Report due on Thursday 26 March	20%	1, 3
2	Class observation	Report due on Thursday 29 April	20%	3, 4, 5, 6
3	Micro-teaching and peer observation	Presentations based on roster – Weeks 8-13	20%	3
4	Multimedia project or essay	Posting/submission on 27 th May Multimedia critique 3 rd June	30%	2, 4, 5, 6
5	Discussion forums participation	Weeks 1-3	10%	2,4, 5, 6

ASSIGNMENT EXTENSIONS

- All requests for assignment extensions must be submitted to before the due date.
- Grounds for extensions include illness and misadventure (supported by documentary evidence), but do not include study pressure from other subjects, personal, and social arrangements. It is important that students organize their time efficiently and effectively to ensure that such activities do not affect their ability to meet subject deadlines. On occasions, this may require working ahead of schedule.
- Extensions of more than one week will not normally be granted.
- When an extension has been granted. Appropriate supporting documentation must be attached to the assignment at the time of submission.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Academic honesty is an integral part of the core values and principles contained in the *Macquarie University Ethics Statement*. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Examples of some dishonest behaviours and the full academic honesty policy is available at http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm

GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/how_do_i/grade_appeals

*SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The full policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.