



Pro Vice-Chancellor (Education) Portfolio

FULT 1902: Foundations of University Learning and Teaching

The Foundations of University Learning and Teaching (FULT) program is offered by the Office of the Pro Vice-Chancellor (Education).

FULT is offered to UNSW teaching staff who wish to develop their practice by exploring a range of perspectives, ideas, theories, and practical approaches to learning and teaching in the higher education context. The 2019 FULT format aligns with the [UNSW 2025 aspirations](#), [Scientia Educational Experience Dimensions](#) and [Strategic directions](#), including enhanced technology use in learning and teaching. FULT aims to help you to develop your knowledge, capability and confidence to effectively design courses, to think critically about your students' learning and engagement, and to create some valuable peer networks that can support you in developing your teaching career.

Program learning outcomes

1. Identify, discuss and critically reflect on student learning in face-to-face, blended and online teaching contexts in higher education, drawing on pedagogical literature.
2. Recognise, interpret and critically analyse complex problems and educational design challenges related to learning and teaching to generate and implement effective solutions.
3. Analyse and evaluate learning and teaching practices using evidence from a range of sources to enhance practice.
4. Apply knowledge, skills and reflective practice to develop professional judgement, adaptability and responsibility as a scholarly practitioner in higher education.

Program structure

FULT comprises of four modules:

- Module 1: Student Learning and Teaching
- Module 2: Educational Design
- Module 3: Assessment and Feedback
- Module 4: Reflection and Evaluation

The time allocation expected for successful completion of FULT is 10 hours per module (2 hours face-to-face, 4 hours for assessment tasks, 4 hours for online material) totalling 40 hours for the program. You will have ongoing access to the FULT modules after completing the program enabling you to review the material in greater depth in your own time.

Face-to-face sessions

The program has a combination of online and face-to-face class (F2F) activities. Attendance at the F2F sessions is **highly recommended**. Each FULT module (including online and face-to-face

activities) will run over approximately 2-3 weeks. In Term 3, 2019 (UNSW Sydney) and Semester 2, 2019 (UNSW Canberra) the F2F sessions will take place on Tuesdays.

Note: You are expected to **arrive 15 minutes before the start** of each session.

The **Kensington** F2F session venue is [The Tyree Room, John Niland Scientia Building](#), UNSW Kensington Campus.

F2F sessions are held as follows:

- Module 1: 9.30am – 12.00pm or 1.30pm – 4.00pm (The first session is an additional 30 minutes longer to provide time for orientation to the program)
- Modules 2, 3 and 4: 10.00 am - 12.00 pm or 2.00 pm - 4.00 pm.

NOTE: You are required to register for **either** the morning or the afternoon sessions for each of the modules when you register for FULT. (The morning sessions are repeated in the afternoon).

The **Canberra** F2F session venue is Building 15, Room 152, UNSW Canberra Campus.

- F2F sessions are 10.00 am – 12.00 pm.

Teaching strategies and approach to learning

The learning activities in the program include Individual and group learning activities (reflecting, reading, completing individual tasks). The program is underpinned by the UNSW beliefs that learning is most effective when:

- **Learners are actively engaged:** you will have an opportunity to engage in an active process of making sense of new ideas or experiences. This will involve action (trying out of new ideas) and reflection (based on feedback).
- **Learners draw on own practice and prior knowledge in authentic environments:** you will have an opportunity to reflect on your own practice, work with authentic scenarios and examples emerging from your practice, and the practice of your colleagues.
- **Learners build connections:** you will have opportunities to build connections with peers and with teachers.
- **Learners understand the expectations:** the various options and paths through the program will be made explicit to you. Program facilitators will be available to provide guidance.
- **Learners are challenged and supported:** the program will model a climate of enquiry where you will feel challenged, while being supported to take sensible risks in your teaching.
- **Learner diversity is respected and catered for:** the program will model an inclusive learning environment where learners feel valued and respected.

Completion requirements

To receive your FULT Certificate of Completion you will need to complete all four assessment tasks as noted in the table below.

Full details of each assessment task, the feedback rubrics and an explanation of the due date options can be found in the Assessment information guide (in the Your Assessment Tasks section in each module). Detailed rubrics for the FULT assessment tasks will be discussed with you at the commencement of the program.

Based on feedback from previous FULT programs and, in order to provide choice, there are four required tasks totalling 2,000 words (or equivalent). Feedback will be provided to you on each task using the task rubric.

<i>Learning outcomes</i>	<i>Item</i>	<i>Module</i>	<i>Description</i>	<i>Word length/other requirements</i>
1	Task 1	1	Learning and teaching philosophy statement	500 words
2	Task 2	1 & 2	Review or critique one course outline	500 words
1-4	Task 3	1-4	Learning & teaching in context	500 words
4	Task 4	1-4	Meta reflection OR Peer Review Reflection	500 words

In addition to the four tasks, there is a **peer review learning activity** in Module 4 which you are required to complete **before** the final face-to-face Module 4 workshop.

Assessment task submission

So that you might learn in a conducive learning context, you have a choice of assessment submission dates. Please consider your commitments for the 10-week program and select only one option for assessment task submission and convey this in the Moodle assessment option survey in Module 1 by **Friday 20 September 2019**.

Option A	Submit all 4 tasks by the required due dates and receive feedback within 10 working days of the due date for each submission. *
OR	
Option B	Submit all 4 tasks at the <u>end</u> of the program and receive feedback within 10 working days of the due date.

*Advantage - this allows you to build on the feedback you will receive before you submit your following assessment tasks. Feedback on your assessment tasks is a key cornerstone to help you in your continued reflections on learning and teaching.

Future pathway

When you meet the completion requirements for FULT you are eligible for admission to the UNSW Graduate Certificate in University Learning and Teaching (GCULT), through the introductory course [EDST5121 Introduction to University Learning and Teaching](#). For more information on this pathway please contact the School of Education via email: education@unsw.edu.au.

Program convenors

<p>UNSW Sydney Associate Professor Marina Harvey FULT Convenor Phone: +61 2 9385 1534 Office: Pro Vice-Chancellor (Education) Portfolio, Level 10, Library Stage 2 E: marina.harvey@unsw.edu.au</p>	<p>Administration Phone: +61 2 9385 8768 Email: fult@unsw.edu.au</p>
<p>UNSW Canberra Dr Dijana Townsend Learning and Teaching Development Leader Learning and Teaching Group Email: d.townsend@adfa.edu.au Phone: +61 2 6268 8721 Office: Building 14/Room 103</p>	<p><i>Patsy Sheather</i> Office Manager Learning and Teaching Group E: p.sheather@adfa.edu.au</p>