

# EDU700 Professional Learning

School: School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course provides opportunities for you to reflect on yourself as a learner/leader of learning and consider adult learning/leadership in today's world. You will engage with ideas/theories/concepts about adult learning and use these as a lens for understanding your learning context, experiences, goals, questions, interests and ways of knowing. Embarking on a self-directed, self-selected inquiry/project of self-study, you will engage in deep reflection as you link theory and practice, creating a portfolio to document new understandings about yourself as a learner/leader of learning.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Learning materials offer options/opportunities for learner choice. You will engage and interact with an array of asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – A blended learning approach is used to deliver this course, including a mix of scheduled interactive tutorials/workshops, and materials and activities accessed through Canvas.	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Learning materials offer options/opportunities for learner choice. You will engage and interact with an array of asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Online only. The scheduled tutorials/workshops involve synchronous technology-enabled learning and teaching experiences. A mix of activities accessed through Canvas support online tutorials/workshops.	2hrs	Week 1	12 times

### 1.3. Course Topics

- Personal and experiential orientations to Adult Learning/Leadership of Adult Learning
- Theoretical and philosophical orientations to Adult Learning/Leadership of Adult Learning
- Positioning self within the discourses of adult learning as a 'learner' and/or a 'leader' of Professional Learning
- Constructing and engaging in a personal/professional learning inquiry within an environment and field of Adult Learning/Professional Learning/Leadership

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Use educational research to support reflection and development of an inquiry/professional learning project.	Empowered Sustainability-focussed
2 Demonstrate knowledge and understanding of professional learning through discussion of current orientations/ perspectives/ theories/ concepts and their application.	Knowledgeable Empowered
3 Articulate how professional learning and reflection on professional learning supports development and change in thinking, knowledge, skills, approaches, and education practice.	Ethical Sustainability-focussed
4 Effectively communicate knowledge and reflection on professional learning to colleagues through planning documents, literature reviews, artefact and portfolio development.	Knowledgeable Empowered
5 Demonstrate an ability to use and apply effective communication strategies in a variety of contexts to produce and present quality and professional work.	Engaged

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

Enrolled in Program ED703, ED704, ED705, ED501, ED508 or any postgraduate program

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Time and support will be given in tutorials to assist you in undertaking your assessment tasks. You will have an opportunity to share your Task 1 plan and reflections with peers and undertake peer review via the EDU700 Canvas site. Please note that whilst not weighted, Task 1 is due in week 3. This task supports early feedback.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Plan	Individual	0%	500 words (or equivalent)	Week 3	Online Discussion Board
All	2	Literature Review (or component)	Individual	40%	2000 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	60%	4000 words or equivalent	Week 12	Online Submission

#### All - Assessment Task 1: Professional Learning Project Plan

<b>GOAL:</b>	The goal of this task is to develop a plan for your inquiry/professional learning project that you will undertake across the trimester.													
<b>PRODUCT:</b>	Plan													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>*Please refer to the Canvas site for this course for more detail.</p> <p>The focus of this task is to develop and outline a plan for the project you wish to undertake across the trimester. Your professional learning plan will be shared with your peers to support peer review and feedback and the development of your ideas.</p> <p>Your plan will contain your planned inquiry focus, guiding questions or goals for your inquiry and offer some contextualisation for how your plan connects to your own professional learning or leadership journey.</p> <p>As part of your plan you will identify possible learning orientations / perspectives / theories / concepts that might frame your inquiry and identify some relevant literature that might support your project development and reflection. Your textbook will support these processes.</p> <p>This plan will have been discussed in class, and you will have received feedback on it from peers and teaching staff.</p>													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reflection on personal learning/leadership to identify inquiry learning goals or guiding questions</td> <td>4</td> </tr> <tr> <td>2</td> <td>Identification of a professional learning project tailored to your current professional learning/leadership; and connected to personally relevant learning/leadership orientations/perspectives/theories/concepts</td> <td>1 2</td> </tr> <tr> <td>3</td> <td>Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Reflection on personal learning/leadership to identify inquiry learning goals or guiding questions	4	2	Identification of a professional learning project tailored to your current professional learning/leadership; and connected to personally relevant learning/leadership orientations/perspectives/theories/concepts	1 2	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	5	
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<b>GENERIC SKILLS:</b>														

**All - Assessment Task 2:** Literature Review to Deepen Your Inquiry

<b>GOAL:</b>	The goal of this task is to generate a review of relevant contemporary literature which discusses current orientations/perspectives/theories/concepts of adult learning or leadership of adult learning and communicates your knowledge and application of these in terms of how they pertain to your particular professional learning inquiry.	
<b>PRODUCT:</b>	Literature Review (or component)	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>*Please refer to the Canvas site for this course for more detail.</p> <p>Use your literature review to show you understand the characteristics, qualities and importance of professional learning/adult learning/life-long learning/leadership.</p> <p>Use it to provide a background to your inquiry/professional learning project by identifying the key ideas/concepts/orientations/perspectives/theories/approaches to learning underpinning 'your' inquiry/professional learning project. The literature you review and critique will link to your particular inquiry focus and your inquiry questions/goals.</p> <p>Your review will highlight significant themes or issues emerging from readings and research and you will discuss what these might mean in the context of your inquiry/project and your own professional learning or leadership.</p> <p>The literature that you have been reading will have been discussed in class, and you will have received feedback on it from peers and staff.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstration of knowledge of concepts/theories/orientations of learning/leadership through engagement with relevant literature <span style="float: right;">1 2</span>
	2	Identification of how selected concepts/approaches to adult/professional learning/leadership interrelate <span style="float: right;">4</span>
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">4 5</span>
<b>GENERIC SKILLS:</b>		

### All - Assessment Task 3: Professional Portfolio of Your Inquiry

<b>GOAL:</b>	The goal of this task is to compile a portfolio that demonstrates your ability to document and critically reflect on your own professional learning or your leadership of adult learning.													
<b>PRODUCT:</b>	Portfolio													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>*Please refer to the Canvas site for this course for more detail.</p> <p>Use your portfolio to evidence how you have engaged in professional learning and to document the enactment and outcomes of your learning inquiry/project. Use your portfolio to describe and document the developmental processes and learning that have taken place as your inquiry/project has unfolded (such as changes in thinking, knowledge, skills or approaches).</p> <p>Highlight your personal/professional reflection and learning in your portfolio through the use of a range of artefacts (such as images, story maps, concept maps, time-scapes, multi-media, tables, diagrams, logs, journaling, creative outputs, responses to readings or chapter activities, conversation transcripts, other).</p> <p>Use your portfolio to share the professional learning approaches and concepts/theories/perspectives etc you have explored, found meaningful and applied; and the personal/professional learning that has resulted. Highlight 'aha moments' and potential implications for your practice, participation in, and leadership of, professional learning in future educational contexts.</p> <p>Your developing portfolio will have been discussed in class, and you will have received feedback on it from peers and teaching staff.</p> <p>You will have an opportunity to present and share highlights of your completed folio with your peers.</p>													
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## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a
n/a	n/a
n/a	n/a

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Sharan B. Merriam, Laura L. Bierema	2013	Adult Learning	n/a	John Wiley & Sons

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

#### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

#### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)