VICTORIA
UNIVERSITY
OF WELLINGTON
Te Whare Wananga
o te Upoko
o te Ika a Maui

FACULTY OF HUMANITIES & SOCIAL SCIENCES

**Postgraduate Higher Education
Learning & Teaching Certificate Programme**

Trimester 1 – 2008

UTDC 501–*Foundations of Higher Education Learning & Teaching*
University Teaching Development Centre
Te Kōtuinga Mātauranga

Course Outline*

Course Description

Foundations of Higher Education Learning & Teaching (Foundations) is a postgraduate course that engages participants in a critical examination of current theories and related research – from psychology, cognitive science, education, and other disciplines – on effective teaching and learning in higher and tertiary education. Participants will evaluate the potential explanatory power and practical applications of the theories and research examined in order to better analyse, understand, and improve their own teaching effectiveness and their students' learning outcomes.

The two main products to be assessed are: (1) a reflective, scholarly essay on the potential relevance of specific theories and research studied to the participant's teaching practice; and (2) a comprehensive and implementable design for an applied, action research project aimed at testing those theories in practice.

Note: Foundations (UTDC501) is designed as the first (30-point) course in the 60-point *Postgraduate Certificate in Higher Education Learning and Teaching*. Successful completion of UTDC 501 is required for enrolment in both UTDC 502 and UTDC 503.

Overall Course Aims

This course aims to help participants develop their leadership, communication, creative and critical thinking skills as higher education teachers, academic decision makers, scholars of and researchers in higher education teaching and learning.

Course Objectives

An appropriately high (Master's) level of awareness, knowledge and understanding of –

1. key theories and research findings related to teaching and learning in higher education, generally, and in one's own academic discipline, specifically;
2. relevant characteristics of learners, dimensions of learner diversity, and effective teaching methods for diverse student populations;
3. research design and research methods appropriate for pedagogical action research
4. practical implications of the Treaty of Waitangi for teachers, learners, and researchers in NZ higher education institutions

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* Details, such as course meeting dates and times and specific readings, are subject to change during the term, with sufficient advance notice and the agreement of all participating students.

An appropriately high (Master's) level of skill at –

5. Designing, communicating, and implementing presentations, activities, assessments, and courses with reference to relevant theory and research, intended learning outcomes, and relevant characteristics of diverse student populations

6. Critically evaluating various teaching and learning media, approaches, methods, and techniques and creatively adapting them to one's specific discipline, learning outcomes, and students.

7. Reflecting upon and critically evaluating evidence of teaching effectiveness and using resulting knowledge to improve one's own teaching and students' learning

8. Designing a scholarly, significant, elegant and ethical action research project to carry out in 2008 or 2009

Delivery Method

Learning materials for this course are delivered in three complementary ways: through (i) nine whole-group seminar meetings; (ii) at least three individual and/or small team appointments with teaching staff; (iii) assigned readings from the required, provided, and suggested texts; and, (iv) resources provided through the (Blackboard) course website. Active participation in the whole-group seminar meetings is essential and expected. *Each method is necessary and important and participants must use each resource fully to achieve the course objectives.*

Course Details

Credit Value:	30 points
Prerequisite:	Nil
Restrictions:	Formal approval to enrol required
Dates:	22 February – 6 June 2008
Times:	Fridays 1:00-5:00 PM – except the 22 February meeting, which is 10 AM to 4 PM
Venue:	10 Wai-te-ata Road, Room 201 (unless otherwise advised)

Notices

All formal notices relating to this course will be posted on the Blackboard website, as of Monday 25 February 2008. Due to the infrequent seminar meetings, it is critically important that all participants log on and check for announcements on a regular basis, at least two or three times each week.

Final grades may be obtained from central student records via the Internet. An announcement will be posted in Blackboard later in the trimester with more detail.

The UTDC 501 website can be accessed at: http://blackboard.vuw.ac.nz as of Monday 25 February 2008.

Required Texts

Ramsden, P. (2003). Learning to Teach in Higher Education, 2nd Edition. London: RoutledgeFalmer.

[For sale at *VicBooks* and on loan from the VUW Main Library, Kelburn Campus.]

Various. (2007). UTDC 501 Student Notes.

Various. (2008). UTDC 501 Supplementary Readings.
[For sale at Student Notes, Kelburn Student Union Building, Ground Floor.]

UTDC 501 – Schedule of Seminar Meetings, Readings, and Assessments – Trimester One 2008			
Meeting Dates	Seminar Topics	Readings	Assessments Due
MEETING 1			
22 February 10 AM – 4 PM	Introductions, Overview, and Goal-setting; Learning from our own teaching & learning experiences – and from those of others; What makes teaching effective; First look at a teaching case; Formative evaluation #1	"The Leslies," "Applying Science of Learning; and Chs. 1 & 2, Bransford	Seminar Preparation Assignment (SPA) #1: Goals; Lessons from Success; " The Leslies" analysis
MEETING 2			
29 February 1pm-5pm	Understanding Learning in Higher Education: Overview of Current Theories and Research	Ramsden: 1, 3, 4 & 5;	SPA #2: Reflections on learning theories and experience; and KCQs
Individual/Team Appointment #1			
3 March to 13 March	Please set up an appointment to discuss initial ideas for reflective essay and research design	N/A	Please email ideas to discuss in advance
MEETING 3			
14 March 1pm-5pm	Teaching for Higher Learning: Overview of current theories and research; Formative evaluation exercise #2	Ramsden: 2, 6 & 7; Biggs: 2.	SPA #3–Understanding Our Own Theories of Teaching; and KCQs
MEETING 4			
28 March 1pm-5pm	Research-based Teaching for Higher Learning: Guidelines, strategies, and techniques, with a focus on distance & flexible options	Ramsden: 9 & 12; TBA SN: 4, 6 & 7	SPA #4 -- 1st draft of Reflective Essay (RE) to discuss; and KCQs
* * * * * Mid-Trimester Break – 14 April to 27 April * * * * *			
MEETING 5			
11 April 1pm-5pm	Assessing and Giving Feedback for Higher Learning	Ramsden: 10; and TBA	SPA #5 and KCQs; 2nd draft of RE due today
Individual/Team Appointment #2			
14 April to 30 April	Please set up an appointment to discuss Reflective Essay draft and Research Design plans	N/A	Please email RD plan in advance
MEETING 6			
2 May 1pm-5pm	Course Design and Evaluation for Higher Learning	Ramsden: 8 & 11; TBA	SPA #6 and KCQs;
MEETING 7			
9 May 1pm-5pm	Doing Applied Scholarship/Research to Understand and Promote Effective Teaching and Learning	SN: 5 and TBA	SPA #7 and KCQs; 2nd draft of RD due
Individual/Team Appointment #3			
5 to 29 May	Please set up an appointment to discuss drafts	N/A	Email drafts in advance
MEETING 8			
30 May 1-5pm	Participants' Choice-Topic(s) to be determined	TBA	TBA
MEETING 9			
6 June 1pm-5pm	Final Presentations; Sharing Seminar Lessons and Insights; Final Course & Teaching Feedback	N/A	Final RE and RD due today

Notice regarding possible course changes

Please note: Seminar meeting dates and times – as well as topics, readings, and Session Preparation Assignments – are subject to change with advanced notice and prior agreement of seminar participants.

Assessment Components

Seminar assessment will be based on the following:

		Due Dates
Seminar Preparation Assignments (6 @ 5% each)	30%	See Schedule above
Reflective Essay	30%	By 13 June 2008
Research Design Project	40%	By 13 June 2008
TOTAL	100%	

Mandatory Requirements

To pass this course, by 13 June 2008, participants must have:

1. Correctly enrolled in the course;

2. Submitted at least six (6) of the seven (7) Session Preparation Assignments (SPAs);

3. Participated actively and constructively in at least eight (8) of nine (9) seminar sessions, including the first session;

4. Submitted at least one pre-final draft of the Reflective Essay and
    one pre-final draft of the Research Design for review and feedback

5. Met and conferred–face-to-face or at distance–at least twice
    with course teaching staff regarding drafts of major assessment tasks

6. Submitted final drafts of the Reflective Design and Reflective Essay for assessment

7. Earned a total of at least 75%, out of a possible 100%, on the assessment components

Estimated Course Workload

All figures below represent the course coordinator's best (maximum) estimates:

1. 38 hours participating actively in the seminar meetings (1 mtg. @ 6.0, plus 8 mtgs. @ 4.0= 38)

2. 36 hours reading required and suggested texts (9 meetings @ 4.0 hours per meeting = 36 hours)

3. 18 hours preparing Seminar Preparation Assignments, or SPAs (6 @ 3.0 hours per SPA)

4. 40 hours researching, drafting, revising, and finalising Reflective Essay and Research Design

5.   3 hours meeting with course teaching staff re: assessment components

6.   9 hours reading and responding to course-related Blackboard postings

Total   144 hours

Please note: Since each of us works at an individual pace, the above estimates for 2, 3, 4, and 6 can only be considered rough guidelines. Many participants will no doubt be able to complete this work in less time.

Teaching and Support – Contact information

Course Staff	Offices at 10 Wai-te-ata Rd	Email & Phone (463-)	Office Hours
Prof Tom Angelo, *Course Coordinator and Lecturer* Dr Kathryn Sutherland, *Lecturer*	Room 203 Room 106	7482 5795	To meet with teaching staff, please email or call for an appointment.
Ms Terese Mcleod, *Administrative Assistant*	Room 201	9786	Monday through Friday, 9 am–4:30 pm

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or at: http://www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found at: http://www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the lecturer concerned or, if you are not satisfied with the result of that meeting, see the Associate Dean (Students) of the Faculty of Humanities and Social Sciences. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: http://www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria. The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct *(*http://www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, at: http://*www.vuw.ac.nz/home/studying/plagiarism.html*.

Work provided for assessment in this course may be automatically checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. The decision about whether any copying is plagiarism will be made in the first instance by the course coordinator based on the information supplied by Turnitin. You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in class meetings or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Coordinator, or Associate Dean, who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at http://www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs an Education Coordinator who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.