



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

CENTRE FOR ACADEMIC DEVELOPMENT

**POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA IN HIGHER EDUCATION
LEARNING AND TEACHING**

**HELT 501 FOUNDATIONS OF LEARNING AND TEACHING IN HIGHER EDUCATION
30 POINTS**

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July to 17 November 2013

Teaching dates: 15 July to 18 October 2013

Mid-trimester break: 26 August to 8 September 2013

Last assessment item due: November 1 2013

Study period: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Seminar times: Friday 9.00-12.00

Seminar venue[s]: KK 201

Names and contact details

Course Staff	Offices at 10 Waiteata Rd	Phone (463-)	Office Hours
Bernadette Knewstubb, <i>Course Coordinator</i>	Room 106	6416	To meet with teaching staff, please email or call for an appointment.
Dr Irina Elgort	Room 107	5970	
Meegan Hall	Room 202	5793	
Dr Stephen Marshall	Room 105	5205	

Ms Anna Nguyen, <i>Administrative Assistant</i>	Room 205	9786	Monday - Friday, 9.00am - 4:30 pm
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Communication of additional information

All formal notices relating to this course will be posted on the Blackboard website, as of Friday 15 July 2013. Because we only meet face-to-face once a week, it is critically important that all participants log on and check for announcements on a regular basis, at least twice 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.

Prescription

Using the theme of Ako - the interrelatedness of teaching and learning - participants will evaluate the explanatory power and practical applications of higher education theories and research for understanding and improving teaching effectiveness and learning outcomes. Assessment includes reflective evaluation of teaching and curriculum design.

Course content

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 four products to be assessed are: (1) a series of short weekly exercises based on set readings, and applications of readings to practice; (2) a reflective, scholarly essay on the potential relevance of specific theories and research studied to the participant's teaching practice; (3) a two-part report on a peer observation exercise; and (4) a report on the alignment of objectives, assessment and teaching-learning activities for a course taught by the participant.

Note: Foundations (HELT 501) is designed as the first (30-point) course in the 60-point Postgraduate Certificate in Higher Education Learning and Teaching, or 120-point Postgraduate Diploma in Higher Education Learning and Teaching. Successful completion of HELT 501 is required for entry to any other PHELT courses.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Evaluate within specific disciplinary contexts, key theories, research and policies related to teaching and learning in higher education.
2. Apply various teaching and learning media, approaches and methods, and creatively adapt these to specific educational contexts.
3. Apply reflective practice and external evidence to assess and improve teaching quality

Graduate attributes

Learning objectives of this course contribute to the attainment of specific attributes, identified by the University as being critical for all its graduates. The Graduate Attributes in focus for HELT 501 include: Critical thinking and Creative Problem-solving (LO1, 2, 3), and Communication (LO2 and 3), and Leadership (LO1 and 2).

Teaching format

Learning materials for this course are delivered in four complementary ways: through (i) whole-group seminar meetings; (ii) at least two 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.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Submit all required assessment components
2. Participate in at least nine of twelve seminar sessions, including the first session

Workload

This is a 30-point course. As each point is the equivalent of approximately 10 hours of student work, you can expect to spend approximately 300 hours on the course including our class meeting times, weekly preparation and assignments.

Time spent on the course outside of class meeting times will include activities such as the following: reading the required and suggested texts; preparing your Session Preparation Assignments (SPAs); researching, drafting and revising your RE and AB/CRP; engaging in peer observation and reflection; making posts on the Blackboard website and responding to others' postings; and meeting with the course coordinator or other teaching staff at least twice.

Assessment

Assessment items and weighting per item		%	CLO(s)	Due date
1	Session Preparation Assignments (SPA) (6 @ 4% each)	24%	1, 2, 3	See below
2	Reflective Essay (RE) (including submission of draft) 4000-6000 words	30%	1, 3	By September 22 2013
3	Peer Observation Partnership (POP) (x 2 reports) 1000 words total	16%	3	By October 18 2013
4	Curriculum Alignment Assignment 4000-6000 words or equivalent	30%	1, 2, 3	By November 1 2013

ASSESSMENT AND MARKING CRITERIA

There are four assessments (including weekly Session Preparation Assignments) in HELT 501. These are designed to support your reflection and theoretical understanding of your teaching approaches and curriculum practices.

1. Session Preparation Assignments (6 weekly @ 4%)

Each week, you will be required to respond to specific questions and reflective prompts, relating to the readings and topics for that session. A minimum of six of these assignments must be submitted to meet mandatory requirements. Details are below.

2. Reflective Essay (30%) Draft due August 25. Final essay due 22 September

Drawing on SPAs through the course, readings that you find useful, and other sources of critical reflection, write a reflective essay which connects your teaching philosophy and practice with relevant theory and research from higher education.

Two good starting points for your DRAFT reflective essay will be the successful teaching experience vignette you wrote for SPA #1, the models in SPA #2, and theories you completed for SPA #3. In your draft RE, you should aim to connect your values and beliefs about university teaching and learning (expressed in SPA #2 and #3 particularly) with:

- a) relevant literature (theory and research) from higher education (try to make at least 4 connections to the literature),
- b) at least one piece of relevant literature from your own discipline and/or related disciplines,
- c) illustrative examples of your teaching practice, and
- d) evidence of your theory-in-practice.

That evidence can/should take many forms – statements in your Course Outline, assignments, assessments, examples of student work (Human Ethics Committee restrictions may apply), reports from course or personal teaching feedback, video clips, and so on. It's probably best to be inclusive, at this point, and to leave the pruning and editing for later drafts. The grading rubric for the RE (attached) may help you to make the connections above.

This first draft of your Reflective Essay should be somewhere in the range of 4-6 pages in length – but feel free to ignore that guideline. Please post your draft Reflective Essay on your blog by Tuesday 16th, at the latest. You will receive feedback on this draft after the trimester break which you can choose to use to further refine your essay for final submission. Your final essay should be between 4000-6000 words.

3. Peer Observation Reports (2 @ 8%) due October 18

You will be paired with another member of the class to conduct a structured peer teaching observation. The process, undertaken over several weeks, consists of the following steps:

- 1) Plan timeline

Meet briefly with your partner (or communicate via phone or email) to establish a timeline for your teaching observations. You will need to book the following appointments between now and late May:

- 30-60 minutes each for a pre-observation discussion
- At least one hour each for a teaching observation
- 30-60 minutes each for a post-observation discussion.

We recommend that you do not double up your pre- or post-observation discussions; it's best to allow each meeting to remain focussed on just one person's teaching.

2) Pre-observation meeting

Try to draw out as much information as possible about your partner's teaching, from the 'big picture' issues (Why are you teaching? What are your overall aims when you teach on this course? and so on) to the minutiae (How do you prepare for each lecture? Why do you use Powerpoint rather than the document camera? and so on). Ask your partner to define four or five issues on which s/he would particularly like feedback.

3) Teaching observation

When you attend your partner's lecture, use the POP Observation Prompts Sheet to guide your observations, but do not feel limited by these categories. You should aim for a mixture of description (what you observed) and commentary (your opinions and suggestions).

4) Partner report

After the observation, but before the post-observation meeting, write a 1-2 page report for your partner, incorporating both description and commentary, and paying particular attention to the issues/questions that guided the observation. Include some pats on the back ("Here's what I think you do really well") as well as questions, observations, suggestions designed to push your partner's teaching in new directions ("What if you were to try...?"). This is a private report that will be seen only by your partner and the HELT lecturers.

5) Post-observation meeting

Start with the "General Reflection Questions" on the POP Post-Observation Discussion and Reflection Prompts Sheet. Let your partner talk first, before offering any feedback. Then, talk your partner through a draft version of your private report. Allow time and space in the conversation for your partner to respond to your observations and reflect on possible changes to his/her teaching practice.

[After the post-observation meeting, revise your Partner Report, if necessary, and email it to your partner, cc'ing Bernadette by October 18th at the latest].

4. Curriculum and Development Assignment (30%) due 1 November

The presentation of this assignment is negotiable. You might choose to present a written report (approximately 4000 words), a 20-30 minute class presentation time limit?(to be delivered in class on October 11th or 18th), a poster, with short written abstract, or in any way you feel best depicts a view of your curriculum. Please let the coordinator know your preference by week seven.

Course Description and Learning Objectives

In one paragraph describe what the course is intended to achieve. Also provide the learning objectives in priority order.

Student Profile

Describe the profile of the students who take this course, attempting to capture the diversity of students not simply averaging them into a generic student.

Programme Profile

Describe the relationship of this course to other courses within a relevant programme of study undertaken by students. Explain how this course will build upon specific elements of preceding courses and how it will be built upon by subsequent courses within the programme of study.

Course Design

Analyse and critique how the design of the course supports student achievement of the course learning objectives within the context described above. You should consider how the course activities help teaching staff and students identify preparedness for the course, how students are provided with opportunities to practice key elements and receive formative feedback, and how the assessment activities generate evidence of student achievement aligned to the learning objectives. This discussion should be as specific as possible, using material from the course, and if possible should identify a relevant disciplinary paradigm within which it operates.

If appropriate, consider ways in which the design could be improved to provide a stronger set of activities and potentially improve student outcomes.

SPA Grading Rubric – (24% of Course Grade - 6 @ 4% each)

Student Name:

Date:

SPA #	Criterion	Weight	Exceeds expectations	Meets expectations	Fails to meet expectations	Unfinished or Not submitted
	Responds to specific SPA prompts/questions	4%	Shows reflective engagement with the activity, relates own practice to readings and responds to postings by others when possible	Shows evidence of having completed readings. Description of own activities but may not show strong relationship between readings and own activity Or exceeds expectations in own work but does not respond to work of others	Evidence of misunderstanding of the task. Little or no relating of readings and own activities within the SPA	
			4	2-3	1	0

Comments:

Reflective Essay Grading Rubric (30% of Course Grade)

Student Name _____ **Date** _____

Criteria	Weight	Exceeds expectations	Meets all expectations	Fails to meet expectations
<p><i>Clear Goals</i> Presents a coherent expression of teaching philosophy, theory and/or model.</p>	20%			
<p><i>Adequate Preparation</i> Engages critically with and makes clear connections to relevant research and practice literature.</p>	20%			
<p><i>Appropriate Methods</i> Provides clear connections between teaching & learning philosophy/theory and teaching practice.</p>	15%			
<p><i>Significant Results</i> Selects appropriate examples and provides suitable evidence from own practice.</p>	15%			
<p><i>Reflective Critique</i> Demonstrates thoughtful meta-analysis of own teaching and learning philosophy and practice.</p>	20%			
<p><i>Effective Presentation</i> Synthesizes ideas in a clearly structured and coherently written essay, adhering to conventions of scholarly writing (i.e. language, referencing, presentation).</p>	10%			
<i>Weightings</i>		30-23	22-15	14-0
<i>Final Percentages Earned (x/100)</i>				

Comments:

Peer Observation Partnership Report Grading Rubric (16% of Course Grade)

Student Name _____ **Date** _____

Criteria	Weight	Exceeds expectations	Meets expectations	Fails to meet expectations
<p>Peer Observation Process Conducted</p> <p>You should have met and observed each other's teaching at least once.</p>	15%			
<p>Report Provided to Partner (and cc'ed to Course Coordinator)</p> <p>The report should offer a thorough, useful and thoughtful commentary on your partner's teaching</p>	15%			
<p>Personal Report Submitted to Course Coordinator</p> <p>The report should be a self-reflective account of your experience that demonstrates critical engagement with related course materials such as readings, handouts and seminar discussions (see POP assignment handout for more guidance on this report)</p>	60%			
<p>Reports adhere to scholarly conventions</p> <p>Both reports should adhere to minimum word lengths, be free of typos and grammatical errors, have a clear narrative structure, and be submitted on time (by 18 October).</p>	10%			
<p>Final Percentages Earned (x/100)</p>				

Comments:

Curriculum Review and Development Grading Rubric (30% of Course Grade)

Student Name _____ **Date** _____

Criteria	Weight	Exceeds expectations	Meets all expectations	Fails to meet expectations
<p>Clear Goals</p> <p>Purpose of the course clearly outlined and contextualized in the context of appropriate programme/discipline/university learning and teaching strategy</p>	10%			
<p>Adequate Preparation</p> <p>Student cohort clearly defined.</p> <p>Student learning needs clearly defined in relation to key theories and research regarding higher education.</p> <p>Shows evidence of having engaged with pedagogical literature in one's own discipline</p>	15%			
<p>Appropriate Methods</p> <p>Applies principles of constructive alignment or other relevant curriculum development model to description of course design and activities</p>	25%			
<p>Significant Results</p> <p>Distinguishes areas of strong alignment from those where alignment is weak/absent</p> <p>Able to provide clear priorities for future improvement</p>	15%			
<p>Reflective Critique</p> <p>Demonstrates thoughtful meta-analysis of the alignment between learning objectives, assessment/feedback and learning activities</p> <p>Provides a structured rationale for change/maintenance of current objectives, assessment/feedback and learning activities</p>	25%			
<p>Effective Presentation</p> <p>Synthesizes ideas in a clearly structured and coherently written essay, adhering to conventions of scholarly writing (i.e. language, referencing, presentation)</p>	10%			
Weightings	100%	100-75	74-50	49-0
Final Percentages Earned				

Comments:

Submission and return of work

SPAs are to be posted on Blackboard at least one day before each class, to allow the post to be read by the lecturer and fellow students. All other written reports should be emailed to the lecturer. Presentations will be given and marked in class. Work will usually be returned, or provided with feedback within two weeks of the submission date.

Penalties

If you find you are unable to complete assignments by the due date, it is imperative you speak to the coordinator to arrange an extension, before the due date. Work which is **more than five days late**, without having spoken with the coordinator to arrange an extension will incur a **5% penalty**.

Materials and equipment and/or additional expenses

Set texts

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. (4th ed). Berkshire: Open University Press.

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

Other readings available through BlackBoard

Recommended reading

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

[For sale at *VicBooks* and on loan from the VUW Main Library, Kelburn Campus, or from the C. A. D. resource library.]

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

HELT 501: Schedule of Meetings, Readings, and Assessments – Trimester Two 2013				
Dates	Session Topic	Readings	Session Preparation Assignments (SPAs)	Session leader(s)
MEETING 1				
19 July	The concept of 'Ako' as a framework for the course Introductions, Overview, and Goal-setting Becoming a critically reflective teacher	Biggs and Tang 1 Brookfield Halpern and Hakel	SPA #1: Preliminary reading & share what works <i>(This SPA will not be assessed, unless you wish)</i>	MH/BK
MEETING 2				
26 July	Some Theories of Learning and Teaching in Higher Education	Biggs & Tang, Ch 2 Fry, Ketteridge and Marshall, Ch 2 Kember 1997	SPA #2: Teaching and learning philosophy development	BK
MEETING 3				
2 August	Students: Who are they? What do they want? How do they learn?	Ramsden Ch 5 Zepke & Leach <i>Airini et al</i>	SPA #3: Student diversity and needs of your courses	MH
MEETING 4				
9 August	Peer Observation of Teaching overview Human development and learning <i>(Arrange meeting with course coordinator this week or next)</i>	Solominides et al To be set Independent reading (student learning in your discipline)	SPA #4: Teacher Learning Audit and book review, plus questions	BK/Chris Bowden
MEETING 5				
16 August	Teaching and learning in your discipline	Newton and Becher, 2002 Independent reading (student learning/teaching in your discipline)	SPA #5: Identifying features of learning and teaching in your discipline	BK
MEETING 6				

23 August	Review Class (<i>Have held meeting with course coordinator by April 18th</i>)		SPA #6: Draft RE for peer feedback	BK
***** Mid-Trimester Break: 26 August-8 September*****				
MEETING 7				
13 September	Curriculum 1: Curriculum alignment, course learning objectives (CLOs) and Graduate Attributes	Biggs and Tang Ch 6 and 7 Green Hammer and Star Spencer, Riddle, Knewstubb	SPA#7 Evaluate and/or Redesign objectives and GAs – Reflections on changes	BK
MEETING 8				
20 September	Curriculum2: Assessment design and criteria	Biggs & Tang, Ch 10, 12	SPA#8: Evaluate and/or Redesign assessment/criteria. Reflections on changes <i>Reflective essay due 20 September</i>	MH
MEETING 9				
27 September	Curriculum3: Aligning teaching and learning activities	Biggs and Tang, Ch 8, 9 One independent reading	SPA#9 Evaluate and/or redesign learning and teaching activities – Reflections on changes	BK
MEETING 10				
4 October	Instructional Design <i>(Arrange meeting with course coordinator this week or next)</i>	TBA	SPA #10 Active or collaborative learning (re)design	IE
MEETING 11				
11 October	Qualitative Evidence of Effective Teaching and Learning: Evaluation, and Portfolios	Entwistle, 2009 Ch 9 Moore and Kuol, 2007	SPA #11: Draft Curriculum assessment (report/poster/presentation) POPs to be completed by now - reports due next week	BK
MEETING 12				
18 October	Final reflections; Sharing Seminar Lessons and Insights; Final Course & Teaching Feedback	N/A	<i>POP reports due, 18 October</i> All assessment due by Tuesday October 29 at the latest	BK/CAI

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates

- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz