



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

CENTRE FOR ACADEMIC DEVELOPMENT

POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA IN HIGHER EDUCATION LEARNING AND TEACHING

HELT 502 PORTFOLIOS FOR PROFESSIONAL PRACTICE 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: 1 November 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: Monday 13.00-15.00

Seminar venue[s]: AM103 and WR10/201 (check schedule for weekly room bookings, pp. 11-12)

Names and contact details

Course Staff	Offices at 10 Waiteata Rd	Phone (463-)	Office Hours
Dr Bernadette Knewstubb, <i>Course Coordinator</i>	Room 106	6416	To meet with teaching staff, please email or call for an appointment.
Associate Professor Liz Jones, <i>Course co-coordinator</i>	Room 203	9696	

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 19 July 2013. Because we only meet face-to-face once a week for the first five weeks, then fortnightly, 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

This course will introduce different types of teaching portfolios used in higher education. Students will be required to select and annotate evidence appropriate to specific portfolio types and develop a reflection-based peer-reviewed portfolio for an agreed purpose, and take part in peer review of written teaching portfolios.

Course content

Portfolios for professional practice is a postgraduate course that engages participants in a critical examination and reporting of their own practice, informed by reflection on action, higher education theory and peer feedback.

Teaching will consist of eight face to face classes (two hours) in which aspects of portfolio purpose and development will be covered in relation to participant's own portfolio. In addition participants will have at least one peer-observer meeting and up to six hours with an individual supervisor or supervisor/mentor combination.

The three assessment outcomes are: (1) a reflective critical annotation of a piece of evidence of teaching practice; (2) two peer review reports, one reflecting on your own practice and one providing feedback to a peer you have observed; and (3) a teaching portfolio, including narrative and evidence to meet a specifically designed purpose (e.g. professional development, promotion, award application, etc.).

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Annotate and apply evidence of professional teaching practice, to identify strengths and areas in need of professional development
2. Critically reflect on aspects of their own teaching and their students' learning
3. Provide constructive critical feedback on teaching portfolios for colleagues both within and across disciplines

4. Prepare document- and narrative-based teaching portfolios for a number of purposes, including personal and professional development, promotion, application to Accreditation bodies and Teaching Excellence Awards

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 502 include: Critical thinking and Creative Problem-solving (CLO1, 2, 3, 4), 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 five of eight 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, collecting and annotating evidence for your portfolio; engaging in peer observation and reflection; making posts on the Blackboard website and responding to others' postings; and meeting with one of the course coordinators at least twice.

Assessment

	Assessment items and workload per item	%	CLO(s)	Due Date
1	Annotated evidence (1000-1500 words)	20%	1, 2	By 25 August
2	Peer Observation Partnership (POP) (x 2 reports) (1000-1500 words)	20%	3	By 27 September
3	Teaching portfolio (6000-8000 words, or equivalent)	60%	1, 2, 4	By 1 November

ASSESSMENT AND MARKING CRITERIA

There are three assessments in HELT 502. These are designed to support your reflection and theoretical understanding of your teaching approaches and curriculum practices, and help you prepare your final teaching portfolio.

1. Annotated evidence (20%) due August 25th

You will select an artefact you would like to include as evidence in your portfolio. This might be a set of teaching notes/slides, a piece of student work, teaching evaluation forms, video footage – anything which you might use as evidence to support claims in your portfolio.

Making reference to specific points in the artefact:

1. Identify and explain how this evidence supports one or more of the following:
 - Your teaching philosophy
 - The effectiveness of a particular teaching/learning strategy
 - The effectiveness of a particular teaching/learning activity
 - An area of teaching/learning strategy which needs further development (what type of development is needed?)
(500 words)
2. Write a short reflection on what you have learned about effective practice based on this evidence. What do you feel you could improve (and what might you do to improve). What do you feel you do well, based on the evidence you have annotated? (500 words)

3. Peer Observation Reports (2@ 10%) due September 27

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 (whether observing classroom teaching, or other teaching/teaching design activities)
- 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? (for classroom teaching), What are you hoping to achieve through your use of BlackBoard? Or Why do you use particular forms of assessment (in non-classroom peer observation), and so on). Ask your partner to define four or five issues on which s/he would particularly like feedback.

Remember that teaching observation is not limited to classroom observation, and might include course outline observation, assessment tasks, rubrics and feedback, websites, BlackBoard sites, etc.

3) Teaching observation

When you are undertaking your observation, whether of lectures, physical teaching materials, assessment feedback, etc., 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 19th at the latest].

4. Final Teaching Portfolio (60%) due November 1

The presentation of this assignment is negotiable. You might choose to present a written report (approximately 8000 words), a multimedia portfolio, or an online portfolio. Please ensure you let the course coordinator know which approach you would like to adopt in advance, and ensure that whatever approach you adopt addresses the criteria listed.

Further information as to possible content will be provided in class and on BlackBoard before week six, once you have had a chance to determine the specific purpose of your own portfolio.

Annotated Evidence Rubric

Student Name _____ Date _____

Annotated Evidence – 20% of Course Grade

Grading sheet

Criteria	Weight	Exceeds expectations	Meets all expectations	Fails to meet expectations
Clear Goals Clearly explains the purpose of the piece of evidence, and the rationale for its selection.	10			
Adequate Preparation Teaching Philosophy clearly outlined Clearly explains the context of the evidence, including course context, intended learning outcomes, and purpose of the activity/outcome/documentation provided	15			
Appropriate Methods Annotation clearly points to aspects of the evidence which align with or diverge from teaching & learning philosophy/theory/research.	15			
Significant Results Annotation shows clearly that evidence is suitable for supporting portfolio purposes. Clear links made between annotation and reflection on effective teaching practice.	25			
Reflective Critique Demonstrates thoughtful meta-analysis of own teaching and learning philosophy and practice. Reflection shows evidence of critical evaluation, including teaching strengths indicated by the evidence, and areas for future development (or dissemination of specific activities/approaches beyond the immediate context)	25			
Effective Presentation Synthesizes ideas in a clearly structured and coherently summary, adhering to conventions of scholarly writing (i.e. language, referencing, presentation)	10			
Weightings	100%	15-20	10-19	9-0
Final Percentages Earned				

Comments:

Peer Observation Partnership Report Grading Rubric

Student Name _____ Date _____

Peer Observation Partnership Report – 20% of Course Grade

Grading sheet

Criteria	Weight	Exceeds expectations	Meets expectations	Fails to meet expectations
Peer Observation Process Conducted You should have met and observed each other's teaching at least once	15%	/		
Report Provided to Partner (and cc'ed to Course Coordinator) The report should offer a thorough, useful and thoughtful commentary on your partner's teaching	15%			
Personal Report Submitted to Course Coordinator The report should be a self-reflective account of your experience that demonstrates critical engagement with related HELT 502 materials such as readings, handouts and seminar discussions	60%			
Reports adhere to scholarly conventions 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 19 October).	10%	/		
Weightings	100%			
Final Percentages Earned				

Comments:

Teaching Portfolio Grading Rubric

Student Name _____ Date _____

Teaching Portfolio – 60% of Course Grade

Grading sheet

Criteria	Weight	Exceeds expectations	Meets all expectations	Fails to meet expectations
Clear Goals <ul style="list-style-type: none"> - Presents a coherent expression of teaching philosophy, theory and/or model - Provides evidence of clear design for learning - Identifies future goals in teaching and learning 	20%			
Adequate Preparation <ul style="list-style-type: none"> - Appropriate evidence of effect of teaching practice on learning outcomes - Engages critically with and makes clear connections to relevant research and practice literature where appropriate - Shows evidence of professional development in teaching 	15%			
Appropriate Methods <ul style="list-style-type: none"> - Provides examples of and justifies the various teaching activities, assessments, and materials used - Provides clear connections between teaching & learning philosophy/ theory and teaching practice 	15%			
Significant Results <ul style="list-style-type: none"> - Selects appropriate examples and provides suitable evidence from own practice and student learning - Demonstrates leadership in teaching and learning within the university or discipline - Shows evidence of scholarship in teaching and learning (either developing or already published) 	20%			
Reflective Critique <ul style="list-style-type: none"> - Demonstrates thoughtful meta-analysis of own teaching and learning philosophy and practice - Identifies areas for future work/improvement 	20%			
Effective Presentation <ul style="list-style-type: none"> - Synthesizes ideas in a clearly structured and coherently written portfolio, adhering to conventions of scholarly writing (i.e. language, referencing, presentation) - Imbues the portfolio with own stamp of creativity - Makes effective use of discipline-based presentation tools, where appropriate 	10%			
Weightings	100%	47-60	46-30	29-0
Final Percentages Earned				

Comments:

Submission and return of work

Formative assessments, such as short preparation exercises should 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. 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

In addition to using BlackBoard, students are strongly encouraged to register for the electronic portfolio system, MyPortfolio. While you are not required to use it for your final portfolio presentation, it is a useful tool for collecting and presenting portfolio information and narrative in multi-media formats. The university currently holds a licence for this portfolio system. To register go to <http://myportfolio.ac.nz/> and register using your Victoria University staff email address. An alternative electronic portfolio available to you as staff and students at Victoria University is the Career Hub's e-portfolio, which is free to students even after they graduate. This e-portfolio is much more directed at employment, but you may find it useful. To register go to <https://careerhub.vuw.ac.nz/>. You may choose to register as either a staff member, or as a student (remember that registering as a student entitles you to access to eportfolio even if you leave VUW once you graduate from the PGCert or PGDip HELT).

Set texts

Journal readings will be made available online through the subject's Blackboard website.

Recommended reading

There are a number of useful texts focused on the purpose and construction of teaching portfolios available in the CAD library, and University Library

Bernstein, D., Burnett, A., Goodburn, A., & Savory, P. (2006). *Making teaching and learning visible: Course portfolios and the peer review of teaching*. Bolton, Mass.: Anker Pub. Co. [WJ Scott Education Library, Main Collection, call no LB2333 M235]

Klenowski, V. (2002) *Portfolios for learning and assessment: processes and principles*. London; New York: RoutledgeFalmer [WJ Scott Education Library, Main Collection
Call Number: LB1029 P67 K648 D]

Seldin, P., McKeachie, W. J. & Dotolo, L. G. (1999). *Changing practices in evaluating teaching: A practical guide to improved faculty performance and promotion/tenure decisions*. Anker

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.

Note, as this is the first time this course has run, no course feedback is currently available.

Other important information

HELT 502: Schedule of Meetings, Readings, and Assessments – Trimester Two 2013				
Dates (week starting)/ Meeting Room	Session Topic	Readings	Assignments/ Activities	Session leader(s)
MEETING 1				
15 July AM103	Introductions Purpose and audience of portfolios	Jones x 2 De Rijdt, et al., (2006)	Artefacts Purpose and audience of portfolio	EJ/BK
MEETING 2				
22 July AM103	Teaching philosophies and portfolios Reflection in the portfolio process	Kreber (2004) Schönwetter, et al. (2002). Jones 2010	Review Philosophy of Teaching from HELT 50	BK/EJ
MEETING 3				
29 July AM103	Collecting and annotating evidence of teaching practice			EJ
MEETING 4				
5 August AM103	Identifying, reporting, and addressing development needs and wishes	TBA	SWAIN analysis	BK/EJ
MEETING 5				
12 August AM103 <i>(Make appointment to see coordinator by August 25 at the latest)</i>	Structuring a teaching portfolio (alternative platforms)	Seldin, 2000	Assignment one due 25 th August	BK plus guest
19 August	<i>No Class (individual assignment prep)</i>		<i>Make individual appointment to see coordinator by August 25</i>	
Mid-trimester break 26 August-8 September				
MEETING 6				
9 September 10WR/201	Integrating Scholarship of Teaching research into your portfolio accounts Peer Observation	Trigwell, 2000 Kreber (2006) Solominides et al. Bell	Linking exercise	BK

16 September	<i>No class (individual peer observations and assignment prep)</i>			
MEETING 7				
23 September AM103	Critical friend session (peer marking of drafts)		Assignment two due September 27	BK
30 September	<i>No class (individual portfolio prep)</i>			
MEETING 8				
7 October 10WR/201	Using Portfolios for student learning Final review	TBA	Final portfolio due by November 1	BK/EJ

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