



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 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Last assessment item due: 20 June 2016

Study period: 6–9 June 2016

Examination/Assessment Period: 10–29 June 2016

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/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Seminar times: Wednesday 9.00-12.00*

Seminar venue[s]: VZ107 or 10WTA201*

* Note the first class for the trimester will be held from 9.00-13.00 on Wednesday March 2, in room 10WTA201

Names and contact details

Course Staff	Offices at 10 Waiteata Rd	Phone (463-)	Office Hours
Dr Bernadette Knewstubb, <i>Course Co-coordinator</i>	Room 101	6416	To meet with teaching staff, please email or
Dr Amanda Gilbert	Room 102	5927	

<i>Course Co-coordinator</i>			call for an appointment.
Dr Irina Elgort	Room 107	5970	
Dr Meegan Hall	Room 202	5793	
Dr Stephen Marshall	Room 105	5205	Monday - Friday, 9.00am - 4:30 pm
Ms Anna Nguyen, <i>Administrator</i>	Room 205	9786	

Communication of additional information

All formal notices relating to this course will be posted on the Blackboard website, as of Friday 4th March 2016. Because we meet face-to-face only 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 details.

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.

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 HELT 502, HELT 503 and HELT 504.

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 approaches and methods, and creatively adapt these to their specific educational contexts.
3. Apply reflective practice and external evidence to assess and improve teaching quality.

HELT 501 and the Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching

Below is the current Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching with the HELT 501 Course Learning Objectives mapped to appropriate attributes

Graduate attributes for the Postgraduate Certificate in Higher Education Learning and Teaching	HELT 501 CLOs
1. Ability to critically evaluate professional teaching practice;	CLO 3
2. Effective employment of research-based approaches to enhance decision-making in teaching;	CLO 1, 2, 3
3. Effectiveness in promoting and assessing student learning;	CLO 1, 2, 3
4. Ability to design/redesign courses to better promote learning;	CLO 2
5. Skills in critically evaluating relevant research literature, major education theories, in relation to their own teaching practice;	CLO 1
6. Advanced skills in adapting new techniques, methods, and research findings, to one's own academic discipline, teaching context, and students' needs;	CLO 2, 3
7. Skills in articulating their own teaching philosophy to students and colleagues, and in providing effective feedback on the learning and teaching of colleagues and peers;	CLO 3
8. Developing skill in leading academic quality enhancement within their context(s);	
9. Understanding of the relevant characteristics of learners, dimensions of learner diversity, and effective teaching methods for diverse student populations in NZ higher education.	CLO1, 2, 3

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 and activities provided through the (Blackboard) course website. Participation in the whole-group seminar meetings and in BlackBoard activities is essential and expected. Each method is important and participants are expected to 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 the first seminar session, and at least seven of eleven remaining sessions.

Each assessment is designed to assess a different content/skill aspect of the course, and so it is important that you submit all required assignments, in order to receive feedback on your progress against a specific aspect of the course. In addition, peer feedback is a vital aspect of the course, and therefore we require a minimum attendance to ensure you are able to both provide and receive peer feedback.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 Reflective Essay and Curriculum Development Assignment; 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

Note: Marking rubrics for individual assignments are provided on BlackBoard

	Assessment items and workload per item	Time required*	%	CLO(s)	Due date
1	Session Preparation Assignments (SPA) (6 @ 4% each)	7 hours x 6 SPAs	24%	1, 2, 3	See below
2	Peer Observation Partnership (POP) (x 2 reports)	20 hours	16%	3	By May 6
3	Curriculum Alignment Assignment	45 hours	30%	1, 2, 3	By May 27
4	Reflective Essay (RE)	45 hours	30%	1, 2, 3	By June 20

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.

2. Peer Observation Reports (2 @ 8%) due May 6

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:

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

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 three or four issues on which s/he would particularly like feedback. Check the observation sheet to see which categories you want to focus on in your own teaching observation. You might like to edit the sheet to reflect the particular areas you will be focussing on.

3) Teaching observation

When you attend your partner's lecture, or work through a set of materials (e.g. assignments, websites, etc.) use the Observation Sheet, and observee's queries to guide your observations, but do not feel limited by these categories.

4) 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 about your observations. 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.

5) Reporting.

Stage One: Observation Report for your partner

After the post-observation meeting you will draft two reports. The first will be an observation report for your partner. In this report you should aim for a mixture of description (what you observed) and commentary (your opinions and suggestions).

while the second will be a reflective report, outlining what your initial questions were for your observer, what you felt about the teaching episode/materials, and what you learned from your partner's comments and the experience of peer observation overall.

A typical structure for this report might look something like this:

After the observation, but before your reflective report 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. You may decide to simply fill in the categories in the Peer Observation form with a final comment, or to write a separate report. A separate report shouldn't be more than about 1000 words and might address some or all of the following:

1. A context paragraph:
who you were observing, what they were teaching, who they were teaching, how many in the class, learning objectives for the class, what kind of teaching (lecture, tute, one-to-one, etc)
2. Any questions you were asked to focus on by the person you were observing
3. Your observations and evaluation of how the class went in terms of those categories:
were the class engaged, did you feel it was well structured, in what ways did it achieve the stated goals?
4. Any feedback to the person you observed relative to their own feelings about the class. What might you want to say tell you that the teacher might not have picked up on themselves?
comments that reassure the teacher about things that they seem concerned about, suggestions for developing teaching in future (i.e. useful advice)

Stage Two: Reflective report

1. A Context Paragraph
who you were teaching, what you were teaching, how many in the class, your learning objectives, what kind of teaching (lecture, tute, one-to-one, etc)
2. What questions you had asked your peer to focus on, and maybe why
3. Your own evaluation of how the class went in terms of those categories:
were the class engaged, did you feel it was well structured, in what ways did it achieve your goals? (a bit like a critical incident analysis from the start of the year).
4. What did your peer observer tell you that you might not have picked up on yourself?
comments that reassured you about things that you were perhaps concerned about, or suggestions the peer observer made that you hadn't thought about but might in future (i.e. useful advice)
5. Conclude with a reflection on how it felt to be an observer **and** to be observed. This would include a sentence or two about how you found the experience of being observed and getting peer feedback that is different from simply using student evaluations, and a sentence or two about how you found the experience of observing a colleague and providing feedback peer feedback (e.g. what did you gain from the experience?).

[After the post-observation meeting, write up your peer observation report, and email it to your partner, cc'ing Bernadette by April 30th at the latest. Use this as the basis for your reflective report].

3. Curriculum and Development Assignment (30%) due May 27

The presentation of this assignment is negotiable. You might choose to present a written report (approximately 4000 words), a class presentation (to be delivered in class on June 1st), 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 five.

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.

3. Reflective Essay (30%) Due June 20

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 will be the teaching philosophy statement you wrote for SPA #2, the models and theories you discussed in SPA #2 and #3 the teaching audit you completed for SPA #4. In your reflective essay, you should aim to connect your values and beliefs about university teaching and learning (expressed in SPA #2 and #4 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 (considering SPAs 6-9), and
- d) evidence of your theory-in-practice (perhaps linking to your Curriculum assignment).

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. The grading rubric for the RE (attached) may help you to make the connections above.

You may choose to submit a draft of your essay, and we are happy to provide feedback, as long as we receive the draft before May 31st. You will receive feedback on this which you can choose to use to further refine your essay for final submission.

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, or uploaded to the BlackBoard assessment site. Presentations will be given and marked in class. Work will usually be returned, or provided with feedback, within two weeks of the submission date.

Extensions and penalties

Extensions

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. We will try and be as flexible as possible, but the final deadline for all work will be June 20th to allow time for grade entry.

Penalties

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 (www.vicbooks.co.nz), and on loan from the VUW Main Library, Kelburn Campus.]

Other readings available through BlackBoard on a weekly basis

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 Representative's name and details in this box:

Class Rep name and contact details:

Student feedback

While feedback for HELT 501 has been generally positive, with little call for changes, we have, in response to student feedback, changed the order of assessment for this trimester. As a result the Peer Observation exercise is now the first substantive exercise for the course, and the Reflective Essay (previously the first assignment) will now be the last assignment (due June 20th)

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

Other important information

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/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz