Graduate Diploma in Tertiary Education

Course Outline - Learning and Teaching in Practice - 2017

SMS Code	TE702001	*Directed Learning hours*		*450*
Level	7	*Workplace or Practical Learning hours*		
Credits	45	*Self-Directed Learning hours*		
Prerequisites	Nil	*Total Learning Hours*		*450*

Introduction

Kia ora. Welcome to the Learning and Teaching in Practice course. You will explore and develop your knowledge in three main areas of inquiry, divided into 10 modules:
A. *Praxis* (integration of theory and practice),   B. *Assessment*,   C. *Learning Design*.

It is best if you start with Modules 1 to 5 (covering Praxis and beginning concepts of learning design). Later on in Modules 6 to 10 you learn about effective assessment and learning design in more depth, ending up with a *Design, Development, Implementation and Evaluation plan* for using an innovation in your teaching context.

You will use a range of tools and approaches to interact with your facilitator and other participants in the course. For example, online Moodle discussion forums are used for sharing ideas and work and obtaining feedback, and computer conferencing (via Adobe Connect or Lync) is used for 'real-time' presentations and tutorials.

Most of the course materials and activities are located on an open platform called WikiEducator at:
http://wikieducator.org/Learning_and_Teaching_in_Practice - you should be able to click on this link to access it, and also via your Moodle course. Check out the *Course Guide* to find out how to get going, and the *Study Desk* to work through each topic.   You are asked to set up an ePortfolio for all your formative and summative assignments and share the link to this on the Moodle discussion forum. Guidance on setting up is provided on the **Digital portfolio** page.

Aims

* To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

* To explore a range of learner centred assessment theories, principles and practices enabling participants to design or select, implement and integrate appropriate assessment tools and practices to support learning.

* To assist participants to design quality learner centred courses and integrated programmes linking outcomes with learning activities, content and assessment, to accommodate learner and stakeholder needs.

Schedule

Modules and Learning Outcomes	Topics
Module 1: Learner characteristics. • Recognise, value and utilise students' cultural orientation, prior learning, learning preferences/styles, numeracy and literacy needs, by providing a diverse range of activities and opportunities to encourage deep learning.	Topic 1: Welcome and introduction. Topic 2: Knowing the Learner. Topic 3: Culture. **Formative: Module 1: Portfolio Activities**
Module 2: Adult learning theory and Praxis. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners. • Critique a variety of feedback models/processes in order to provide clear, constructive feedback to support and advance student learning.	Topic 1: Theoretical Concepts. Topic 2: Andragogy. Topic 3: Critical thinking. **Formative: Module 2: Portfolio Activities**
Module 3: Teaching Context and Learning Design. • Make informed choices about learner centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institution's/employer's strategies, policies and practices related to learning considering their appropriateness for meeting student needs (including Learning and Teaching strategic Framework, assessment and moderation, online and blended learning etc.). • Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.	Topic 1: Educational design. Topic 2: Introduction to quality assurance. Topic 3: Reflective practice. **Formative: Module 3: Portfolio Activities**
Module 4: Planning, delivering and critiquing a teaching session. • Transfer adult learning and teaching principles into a specific subject/work context, by planning, delivering and critiquing a session/learning sequence (covering a specific topic). • Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.	Topic 1: Planning a session. Topic 2: Facilitating a session. Topic 3: Critiquing a session. **Summative: Module 4: Portfolio Activities**
Module 5: Teaching philosophy. • Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives. • Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.	Topic 1: Action competence. Topic 2: Develop a personal teaching philosophy. **Summative: Module 5: Portfolio Activities**
Module 6: Critique learning design. • Use relevant educational theory to critique existing learning design approaches, delivery and assessment implications. • Critically review the integration of current assessment and evaluation theories, principles and practices with learner centred, culturally competent, learning approaches and assessment of prior learning.	Topic 1: Critiquing learning environments. Topic 2: Modes of learning. Topic 3: Assessment theories, principles and practices. **Formative: Module 6: Portfolio Activities**
Module 7: Learner-centred pedagogy and stakeholders. • Make informed choices about learner-centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account. • Critically examine your institution's/employer's strategies, policies and practices related to learning considering their appropriateness for meeting student needs (including Learning and Teaching strategic Framework, assessment and moderation, online and blended learning etc.).	Topic 1: Cultural diversity and design. Topic 2: Stakeholders. Topic 3: Quality assurance in practice. **Formative: Module 7: Portfolio Activities**
Module 8: Personalised learning and diagnostic assessments. • Explore co-negotiation and collaborative support mechanisms for learning design. • Explore appropriate strategies and methodologies for assessing skills for learning (including literacy and numeracy, online and digital, self-direction etc.).	Topic 1: Personalised learning. Topic 2: Collaboration in education. Topic 3: Communities of Practice. **Formative: Module 8: Portfolio Activities**
Module 9: Evaluation of Learning design. • Evaluate all stages of learning design processes and products. • Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learner.	Topic 1: Evaluation theories and models, and types of evaluation. Topic 2: Evaluation planning. Topic 3: Evaluation processes and reporting. **Formative: Module 9: Portfolio Activities**
Module 10: Planning and implementing learning. • Develop and plan the implementation of innovative learning designs in a range of formats which demonstrate multiple understandings of learning and teaching and applies professional practices. • Select or design, and justify the use of a range of assessments including clear and specific assessment/marking criteria to support student learning.	Topic 1: Trends in education. Topic 2: Planning learning experiences. Topic 3: Develop the plan. **Summative: Module 10: Portfolio Activities**

Assessment

You will be asked to prepare portfolio activities for both formative and summative assessment, and add these to an eportfolio. The assignments are guided by the **Portfolio Activities** for each module, and links to these are shown in the **Schedule**. All Portfolio Activities for the 10 modules must be completed for formative feedback from either your peers and/or your facilitator.

Summative assessments: Portfolio Activities for three modules will be marked. Marking criteria include reflective writing criteria (marked out of 40) and academic writing criteria (feedback only) for Module 4 and Module 5. Specific marking criteria are used for the plan you produce in Module 10 based on a formal plan format (marked out of 50). A template is provided.

    i.   Module 4 (25%) - *Planning, delivering and critiquing a teaching session*;
    ii.   Module 5 (25%) – *Teaching philosophy*, and
    iii. Module 10 (50%) - *Design, Development, Implementation and Evaluation plan*.

Formative feedback: Please share the work you compile in your eportfolio for formative feedback from your peers and your facilitator. The best way to do this is to share the link to your eportfolio on the Moodle course discussion forum. Please make sure that you have enabled comments (if this is a feature) on your eportfolio, and/or ask for it on the forum. As you can imagine, it is important to take the time to give feedback to your fellow students on their portfolio work. Your facilitator will provide guidance on your Portfolio Activities by leaving comments directly on your eportfolio.

Due Dates: Use the **Study Plan template** to plan your submission dates for the formative Portfolio Activities and the summative assessments. Please submit this to your facilitator at the start of the course.

It is best to submit the formative Portfolio Activities at regular checkpoints throughout the course, and ideally the summative assessments once you have completed the relevant module. All summative assessments must be completed by the end of the course for grading.

To Pass the Course: All Portfolio Activities must be completed and a C grade of 50% or greater achieved for each of the three summative assessments. One re-submission per summative assessment is allowed.

Total %	Final grade
80 - 100	A
65 – 79	B
50 – 64	C
0 – 49	D

Recommended Reading: A range of readings and resources are identified on WikiEducator:
http://wikieducator.org/Learning_and_Teaching_in_Practice

Marking criteria follow on the next two pages.

1. Reflective Writing Criteria for Modules 4 & 5 - marked out of 40.

	A: 8 - 10	B: 6.5 – 7.5	C: 5 – 6	D: 0 – 4
Description	Describes thoughts, feelings, existing knowledge and actions (own and others) coherently and in detail. Uses at least three examples relevant to the learning outcome(s) and how this relates directly to own work.	Describes thoughts, feelings, existing knowledge and actions (own) clearly. Uses one to two examples relevant to the learning outcome(s) and how this relates directly to own work.	Describes some thoughts, feelings, existing knowledge and actions at a basic level. Uses one example relevant to the learning outcome(s) and how this relates directly to own work.	Describes a situation briefly and superficially without examples. Little relevance to learning outcome(s).
Analysis	In depth analysis and critique of the experience or subject. Explains what was learned and why, giving a number of reasons for integrating this learning in own practice.	Some analysis of the experience or subject. Explains what was learned and why, giving some reasons for integrating this learning in own practice.	Brief analysis of the experience or subject. Explains little about what was learned with few reasons for integrating this learning in own practice	No analysis of the experience or subject. No explanation of what was learned or integrated in own practice.
Future Actions	Discusses future actions for practice in detail, including goals and reasons they are important for changing practice, own and others.	Describes future actions for practice, including goals and reasons they are important for changing own practice.	Outlines, briefly, future actions for practice, including goals with little or no explanation of their importance for changing own practice.	Future actions for practice are not mentioned.
Multiple perspectives	Discusses and critiques multiple perspectives and uses a variety of good quality, current and relevant literature sources to do this. Develops a coherent argument to support own perspective. Considers in detail, the relevance of different perspectives to own practice.	Discusses other perspectives from the literature to explain how they support own perspective. No critique. Uses some literature that is good quality, current and relevant. Mentions the relevance of different perspectives to own practice.	Cites some literature as part of the discussion but does not use this to support own perspective. No analysis or critique. Literature varies in quality, currency and relevance. The relevance of some perspectives to own practice may be mentioned.	Little or no analysis of other perspectives from the literature. Own perspective is not clearly articulated. The relevance of other perspectives to own practice is not mentioned. Little or no literature is used.
		Total: / 40		**%**

2. Academic Writing Criteria – feedback only.

No marks are given for this but feedback will be provided on how your work meets these criteria. **Formal academic writing style: including:** 1. Title page 2. Introduction 3. Appropriate headings. 4. Clearly articulated and coherent flow of ideas and information, understandable terms and explanations. 5. Discussion and conclusion with summary of key points and ideas. 6. Correct grammar and punctuation is used. 7. Formatting is professional.	**References:** 1. List of cited sources included 2. Uses a variety of good quality, current and relevant literature sources to inform the plan. 3. APA 6th edn referencing style is used when citing in body of text and in reference list.

Marking criteria for Module 10 – Design, Development, Implementation and Evaluation Plan – marked out of 50.

Criteria	Marks	Comments
1. Project Name and Overview Summary of the planned approach including background about the course and/or programme. **2. Aim and Objectives -** clearly stated. **3. Outcomes/Deliverables –** clear and relevant to objectives. **4. Stakeholders and analysis of learners –** diverse needs described, learner profile included.	(10)	
5. Design Overview includes: • Overview of flexible learning approach and degree of flexibility. Include reasons it is needed. • Educational (instructional) design model. • Learning theory or theories. **5.1 Learning strategies include details about:** • design and development of Activities, Content, Interactions, Assessments and resources. • alignment to learning outcomes and/or learning objectives.	(20)	
Resource needs mentioned: • personnel, technologies, materials etc. **Milestones and timeline:** • align with goals and are realistic.	(2)	
Evaluation plan includes outline of evaluation methods: • formative evaluation during design and development. • summative evaluation of implementation. • collecting data, participants	(10)	
References: 1. List of cited sources included. 2. Uses a variety of good quality, current and relevant literature sources to inform the plan. 3. APA 6th edn referencing style is used when citing in body of text and in reference list.	(3)	
Appendices: relevant material provided.	No mark	
Professional writing style includes: 1. Formal plan layout. 2. Appropriate headings. 3. Clearly articulated and coherent flow of ideas and information, understandable terms and explanations. 4. Correct grammar and punctuation. 5. Professional formatting.	(5)	
Overall Total: / 50 %		