Learning and Teaching in Practice

Course Outline 2013

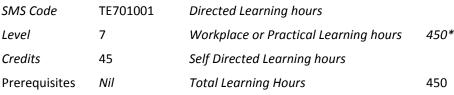|			
SMS Code	TE701001	*Directed Learning hours*	
Level	7	*Workplace or Practical Learning hours*	*450**
Credits	45	*Self Directed Learning hours*	
Prerequisites	*Nil*	*Total Learning Hours*	450

*Note: The proportions of different types of learning hours will vary for each individual.

Introduction

Kia ora. Welcome to the Learning and Teaching in Practice course. Three areas of inquiry are covered in this course: Praxis – integration of theory and practice; Assessment and Learning Design – and these are organised into ten modules. It is recommended that you start with Modules 1 to 5 (Praxis. Modules 6 to 10 cover topics associated with the other two areas, Assessment and Learning Design; some of these are introduced in Praxis, and then applied later on as you work through the topics.

A range of tools and approaches is used to enable contact with the coordinators (facilitators) and other participants in the course. For example, online discussion forums are used for asynchronous interactions and computer conferencing is facilitated using Adobe Connect for 'real-time' (synchronous) connectivity.

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.

Learning Outcomes

At the successful completion of this course, students will be able to demonstrate the following learning outcomes.

Praxis – integration of theory and practice
1. 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.
2. Adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners.
3. 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).
4. Integrate critical reflection into learning and teaching practice and engage in self-evaluation practices.
5. Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.

Assessment

6. 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.
7. Explore appropriate strategies and methodologies for assessing skills for learning (including literacy and numeracy, online and digital, self-direction etc.).
8. Select or design, and justify the use of a range of assessments including clear and specific assessment/marking criteria to support student learning.
9. Critique a variety of feedback models/processes in order to provide clear, constructive feedback to support and advance student learning.
10. 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.).

Learning Design

11. Use relevant educational theory to critique existing learning design approaches, delivery and assessment implications.
12. Make informed choices about learner centred pedagogy in learning design, taking learner and contextual factors, and the views of stakeholders, into account.
13. Explore co-negotiation and collaborative support mechanisms for learning design.
14. Develop and plan the implementation of innovative learning designs in a range of formats which demonstrate multiple understandings of learning and teaching and apply professional practices.
15. Evaluate all stages of learning design processes and products.

Schedules

The modules and topics for each area of inquiry, Praxis, Assessment, and Learning Design are listed in Tables 1 and 2. The sub-topics can be found on the course website:
http://wikieducator.org/Learning_and_Teaching_in_Practice

Table 1: Praxis – topics for Modules 1 to 5.

Modules	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.
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.
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.
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).	Topic 1: Planning a session. Topic 2: Facilitating a session. Topic 3: Critiquing a session.
Module 5: Teaching philosophy. • Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.	Topic 1: Action competence. Topic 2: Develop a personal teaching philosophy.

Table 2: Learning Design and Assessment – topics for Modules 6 to 10.

Modules	Topics
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.
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.
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.
Module 9: 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.
Module 10: 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.

Assessment

The outputs of a series of portfolio activities and other work you may undertake for each module are to be compiled in an assessment portfolio. A good way to do this is to divide your portfolio into **ten sections** using the names of the modules. Under each module, list the learning outcomes. It is recommended that you complete all portfolio activities. The portfolio activities will guide your assessment timeline.

Due Date: Submit the completed assessment portfolio at the end of the course for grading.

Portfolio Guidance

Compile a portfolio (collection of evidence, narrative and reflective discussion supported by literature) to demonstrate your learning.

In compiling your portfolio include these items for each module.

1. **Evidence**: material that you collect or create when doing the activities or from other experiences – needs to be authentic, current, sufficient and relevant to the learning outcomes, and easily located.

2. **Narrative:** a well-structured and coherent story used to explain your choice of evidence and how it relates to the learning outcomes of the module, and to your practice;

3. **Reflective discussion:** reflection on your evidence, using several examples, about what you have learned. Include how and why this learning is relevant to your work and has impacted upon your practice (that is, has changed it and influenced decisions and possible future actions).

4. **Supporting literature:** use and integrate a broad range of educational literature and other forms of information throughout the narrative and reflective discussion to support your perspectives (APA referencing is required).

More detailed guidance on the development of your portfolio can be found on WikiEducator at:
http://wikieducator.org/Learning_and_Teaching_in_Practice

Portfolio Format: You are advised to develop a digital portfolio for assessment as this will assist your current and future teaching practice. A digital format that enables all the material to be collated in an accessible location will allow the coordinators (facilitators) to provide you with regular formative feedback, and enable your work to be marked progressively as you complete it. To share ideas and support your peers by giving each other feedback and encouragement you will also need to make the portfolio available to others in the class.

For information on possible formats and detailed guidance on creating your digital portfolio, please refer to the WikiEducator page: http://wikieducator.org/Learning_and_Teaching_in_Practice

Marking and grading
Marking Criteria will be used to grade the final portfolio work that you submit against the learning outcomes for each of the ten modules in the course.   See Learning Outcomes and Modules in Table 3. The grading table is shown in Table 4 further on.

The final grade is a cumulative mark for each section in the assessment portfolio. To pass, you must gain at least 50% overall with a minimum of 10 marks for each section. Remember there are 10 sections based on the 10 modules in the course. One resubmission is possible for each section achieving less than 10 marks each.

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

Table 3: Learning outcomes and modules for each section in the assessment portfolio.

Assessment of the Portfolio: Ten modules with learning outcomes	
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.	**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.
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.	**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.).
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.	**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.).
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).	**Module 9: 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.
Module 5: Teaching philosophy. • Articulate and implement a beginning personal teaching philosophy based on own concepts and beliefs integrated with adult learning theoretical perspectives.	**Module 10: 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.

Table 4: Marking criteria for grading work produced for each of the modules (sections) in the assessment portfolio.

A	B	C	D	Marks
All evidence is authentic, current, sufficient and relevant to the learning outcomes, and easily located. 4	All evidence is authentic and relevant to the learning outcomes. Most evidence is current, sufficient and can be located. 3	All evidence is authentic. Most evidence is current and relevant to the learning outcomes. Some evidence is missing or cannot be located. 2	Evidence is minimally or not: authentic, current, sufficient and/or relevant to the learning outcomes. Evidence cannot be located 0/1	(max 4)
Narrative is well structured and coherent, with a clear explanation of why the evidence was chosen, and how it relates to the learning outcomes and directly to your practice. 6	Narrative has structure and flows reasonably coherently, with an explanation of why the evidence was chosen and how it relates to the learning outcomes and your practice. 4 - 5	Narrative can be easily followed and provides some explanation of why the evidence was chosen. How it relates to the learning outcomes and your practice is implied but not clearly linked. 2 – 3	Minimal or no narrative and/or with minimal or no explanation of why the evidence was chosen and/or how it relates to the learning outcomes and your practice. 0/1	(max 6)
Comprehensive reflective discussion with *several examples* identifies what you have learned. This includes *how and why* it is relevant to your work and has impacted upon your practice (that is, *has* changed it and influenced decisions and future actions). 6	Reflective discussion with *some examples* identifies what you have learned. This includes *how* (but not necessarily why) this learning is relevant to your work and has impacted upon your practice (that is, *may* change it and influence decisions and possible future actions). 4 – 5	Some discussion *with few examples* identifies *some of what* you have learned. This includes the relevance of this learning to your work and how it *may* impact upon your practice (that is, *may* change it and influence decisions and possible future actions). 2 – 3	Minimal or no discussion and examples to identify what you have learned, the relevance to your work and impact upon your practice. 0/1	(max 6)
Comprehensive integration throughout narrative and reflective discussion of a broad range of educational literature and other forms of information that strongly support them. This supporting literature and information can be easily identified and located. 4	Integration throughout narrative and reflective discussion of a range of educational literature and other forms of information supporting them. This supporting literature and information can be identified and located. 3	Integration through the narrative and discussion of some educational literature and/or other forms of information. A good effort has been made to enable identification and location of supporting literature and information. 2	Limited or no evidence in the narrative and discussion of the use of educational literature and/or other forms of supporting information. No attempt made to enable identification and location of supporting literature and information. 0/1	(max 4)

Total (out of 20):

Total % (all 10 sections)	Final grade
80 - 100	A
65 – 79	B
50 – 64	C
0 – 49	D