

Graduate Diploma in Tertiary Education

Foundation Skills Course Outline 2016

<i>SMS Code</i>	TE706001	<i>Directed Learning hours</i>	
<i>Level</i>	5	<i>Workplace or Practical Learning hours</i>	150
<i>Credits</i>	15	<i>Self-Directed Learning hours</i>	
<i>Prerequisites</i>		<i>Total Learning Hours</i>	150

Introduction

Kia ora and welcome to the Foundation Skills course for new teachers. This elective course has ten units of work that you will match to your specific area of teaching. It is recommended that you start with Unit 0 and proceed through the other units sequentially. The number of topics in each unit varies, and you are advised to complete at least three topics per week.

You are encouraged to interact with other participants in the course and to share your work through a blend of online methods. For example, online discussion forums in Moodle and eportfolios for sharing assessment work are used. These methods will be outlined at the start of the course.

Aim

To provide participants with information, skills and support enabling lecturers new to teaching to offer quality learner-centred education to tertiary students.

Learning Outcomes

At the successful completion of this course, students will be able to:

1. use a tool kit of basic learning strategies;
2. recognise and support a variety of learning styles;
3. reflect upon and evaluate own teaching to identify ways of improving practice;
4. develop familiarity with, and the ability to use, basic teaching resources and equipment;
5. explore the principles and practices of online pedagogy;
6. create and critique a session/learning sequence;
7. deliver a learner-centred teaching/education session in an appropriate context;
8. demonstrate culture-sensitive learning and teaching practices;
9. discuss assessment and evaluation terminology and practices and consider the usage of a range of evaluation tools;
10. develop awareness and incorporate basic skills in providing pastoral care.

Course Material

Guidance for the course content and activities will be provided on the Moodle course. You are asked to work through the topics for each unit sequentially, and to use the learning activities (e-Activities) to guide your study. The order of topics is shown in the Schedule.

Schedule

Units	Topics
Unit 0: Welcome and introduction to course	Topic 1: Welcome and course introduction.
Unit 1: Principles of adult tertiary education <ul style="list-style-type: none"> Use a tool kit of basic learning strategies. 	Topic 1: Learning, teaching and adult learners. Topic 2: Perspectives of teaching and principles of good undergraduate teaching practice. Topic 3: Research-based principles of learning.
Unit 2: Learning styles/preferences <ul style="list-style-type: none"> Use a tool kit of basic learning strategies. Recognise and support a variety of learning styles. 	Topic 1: Thinking styles and orientation to study. Topic 2: Active learning for the 21st century learner. Topic 3: Learning styles and conceptions of learning.
Unit 3: Teaching approaches that support learner-centred education <ul style="list-style-type: none"> Use a tool kit of basic learning strategies. 	Topic 1: Pedagogy, andragogy and heutagogy. Topic 2: Learner-centredness and student engagement.
Unit 4: Developing and using basic teaching resources and equipment <ul style="list-style-type: none"> Use a tool kit of basic learning strategies. Develop familiarity with, and the ability to use, basic teaching resources and equipment. 	Topic 1: The whiteboard, handouts and subject-specific resources. Topic 2: Using technology in teaching.
Unit 5: Session/learning sequencing and delivery <ul style="list-style-type: none"> Reflect upon and evaluate own teaching to identify ways of improving practice. Create and critique a session/learning sequence. 	Topic 1: How to plan a session/lesson sequence. Topic 2: Lesson planning as a design science.
Unit 6: Lecturer self-evaluation <ul style="list-style-type: none"> Use a tool kit of basic learning strategies. Reflect upon and evaluate own teaching to identify ways of improving practice. Create and critique a session/learning sequence. Deliver a learner-centred teaching/education session in an appropriate context. 	Topic 1: Reflection as a way of self-evaluating teaching practice. Topic 2: Gathering student feedback. Topic 3: Mentoring.
Unit 7: Introduction to Learning Management Systems <ul style="list-style-type: none"> Explore the principles and practices of online pedagogy. 	Topic 1: Online pedagogy. Topic 2: What is a learning management system (LMS) and why use it? Topic 3: Using Moodle to engage students in a blended environment.
Unit 8: Basics of assessment – principles and tools <ul style="list-style-type: none"> Discuss assessment and evaluation terminology and practices and consider the usage of a range of evaluation tools. 	Topic 1: Role, jargon and principles of assessment. Topic 2: The Assessment Cycle. Topic 3: How to assess learning and provide meaningful feedback. Topic 4: e-Assessment.
Unit 9: Introduction to Open Education Resources and Practices <ul style="list-style-type: none"> Develop familiarity with, and the ability to use, basic teaching resources and equipment. Explore the principles and practices of online pedagogy. 	Topic 1: Principles and practices of open online pedagogy. Topic 2: Open Education Resources (OER) and Open Education Practices (OEP).
Unit 10: Basics of pastoral care <ul style="list-style-type: none"> Develop awareness and incorporate basic skills in providing pastoral care. Demonstrate culture-sensitive learning and teaching practices. 	Topic 1: What is pastoral care of students and should you be involved? Topic 2: Pastoral care at Otago Polytechnic for students from near and far

Assessment

You are asked to prepare an eportfolio of evidence for your learning activities (e-Activities) in the course. All e-Activities will be given formative feedback, and you are asked to complete 10 of them and present them on your eportfolio. Please share your work (on your eportfolio) with others via the Moodle discussion forum, so you can get feedback. It would be great if you could also take the time to give others feedback.

Learning journal: many students find that keeping a learning journal is beneficial to document their learning progress and understanding. This could be done on a separate part of your eportfolio or on a separate blog or a Word document. You might find that some journal entries could be used in your assessments. This is optional but if you need feedback on blog entries, please request this from other students in the course and your facilitator.

ePortfolio Format: your eportfolio can be presented on whatever digital format is most useful to you as long as the facilitator can access it. For example, an eportfolio platform or website, a blog, or folders on Google Drive. Refer to the Foundation Skills Moodle site for information on possible formats.

Three Summative assessments are required in this course:

1. **Ten e-Activities** (worth 10%) – feedback only, not marked. Outcomes are presented on your e-portfolio.
2. **Teaching Session Self-evaluation** (worth 30%) – create and deliver a lesson plan, and reflect on this (800 words.)
3. **Reflective Teaching story** (worth 60%) – in two parts (can be essay of 1200 words, or digital story with written reflection – negotiated with your facilitator):
 - A. Describe and self-evaluate your teaching context (400 words);
 - B. Portray a colleagues' teaching context. Compare and contrast both contexts in terms of pedagogy, assessments, online learning possibilities (800 words).

(Note: Request permission to use the colleague's information in GDTE.)

Due dates for assessments: these will be notified at the beginning of the course.

Grading: The final grade is a cumulative mark from the assessment tasks. To pass you must gain at least 50% for each assessment and overall and all assessment tasks must be submitted. One resubmission is possible for each assessment task that does not achieve a pass mark.

Facilitated Support

The course facilitator will maintain regular contact with you throughout the course to encourage and support you. Share with the facilitator the ways in which you feel you would like to be supported with your learning.

Recommended Reading: A range of readings and resources are identified on your Moodle course located on WikiEducator at http://wikieducator.org/Foundation_Skills

Assessment Instructions and Marking Criteria

The instructions for each assessment task are presented on the following pages and will help to guide you in completing each task. The marking rubrics identify the expectations you will be assessed against for each assessment task and indicate potential grade outcomes.

Assessment 1 - E-Activities – instructions.

A minimum of 10 e-Activities from the course site are to be completed and the outcomes presented on the ePortfolio, including your thoughts about how the feedback you received has helped. This is worth 10% and is required for a pass in the course. You are asked to seek formative feedback on the e-Activities from your facilitator and peers by sharing your portfolio work with others in the class.

Criteria for e-Activities – allocated 10 marks if completed.

Criteria	Met	Comments
10 e-Activities presented on eportfolio		
Shared for feedback		
Indicates how feedback has helped.		
Total: 10 marks worth 10%		

Assessment 2 -Teaching Session Self-evaluation – instructions (worth 30%).

For this assessment, you need to:

- i. Plan a learning session (lesson) using a lesson plan template (suggested template provided on the Moodle site)
- ii. Include a method for gathering informal feedback from students;
- iii. Facilitate the learning session.
- iv. Talk to a mentor about the session.
- v. Complete a written self-evaluation of your teaching session including reflection on your performance and students' feedback.
- vi. Use the prompting questions provided to prepare this.

Self-evaluation prompting questions

A. Begin with:

What went well?
What could I improve?
What will I try next time?

B. Carry on with:

What I learned was ...
What I enjoyed most was ...
What challenged or irritated me was ...

C. End with:

Why do I think this?
How did I feel about the students' responses to the session?
What else do I need to know or do?
How will I change my teaching practice?

(Based on: Ako Aotearoa. (2010). *Signposts*. (2nd ed.)
Retrieved from <https://ako.aotearoa.ac.nz/signposts>)

Marking Criteria for Teaching Session Self-evaluation – marked out of 30.

Item	Criteria	Marks	Comments
Lesson Plan	<p>Lesson plan describes setting, objectives, content, teaching strategies, activities, resources and timing.</p> <p>An indication of how students' learning will be evaluated and their feedback obtained is given.</p>	(6)	
Description	<p>Describes how the learning sequence went, and what was noticed (feelings, actions, thoughts, reactions etc.) about the event.</p> <p>Examples of interactions and resources are given.</p>	(10)	
Analysis	<p>Critique the teaching experience.</p> <p>Explains what was learned and why, and what could be changed in own practice.</p>	(10)	
Future Actions	<p>Discusses future actions for teaching development and practice, including goals and reasons they are important for changing practice.</p>	(4)	

Assessment 3: Reflective Teaching story - Instructions (Worth 60%).

This assessment has two parts, and can either be constructed as a reflective essay (1200 words), or part digital story and part written reflection – word limit to be negotiated with your facilitator. A mix of media would enhance your story.

Part A: Describe and self-evaluate your teaching context. (30 marks.)

Tell the story about the context where you teach, the programme, the type of teaching (online, lectures, tutorials, clinical, fieldwork, practical etc.), content, the methods that are used (lecturing, group work, projects etc.), learning activities, resources and equipment, educational technologies, and assessments that are used (formative and summative).

Also include information about your students – diversity, learning styles and preferences, learning needs, pastoral care that you provide.

Include your reflections on what works well in your teaching context, the potential barriers to learning that need to be considered, and any strategies or innovations that you would like to try.

- Support this discussion with at least one good quality literature source – journal article, book chapter or report.

Part B: Portray a colleagues' teaching context. (30 marks.)

For this part, you need to choose a teaching context that is different to your own. For example, if you teach online, choose a campus-based course and vice versa. (Be sure and request permission to use your colleague's information in your GDTE assignment.) It would be ideal if you could observe one of their teaching sessions (physical or online).

You could interview your colleague and present an audio or video of the interview. Or write up the discussion. Find out what they teach and how and why they do this, who the students are, how they learn and the learning support and pastoral care they need. Also how they are assessed. This piece needs to include information similar to the story about your teaching context.

Compare what is done in both your context, and your colleagues, and describe what is different. What you have learned from your colleague, and what could be used in your teaching context? Outline the **online or on-campus** learning strategies you could introduce. Reflect on any teaching and learning or assessment methods or tools that you would like to try, and why you believe these might benefit your students.

- Support this discussion with at least one good quality literature source – journal article, book chapter or report.

Assessment 3: Reflective Teaching story – Marking criteria – Part A – marked out of 30.

Criteria	Mark	Comments
Teaching context is described clearly and includes: programme, type of teaching, content, methods, learning activities, resources and equipment, educational technologies, and assessments.	(8)	
Information about the students includes: diversity, learning styles and preferences, learning needs, pastoral care provided.	(8)	
Reflects on what works well in the teaching context, potential barriers to learning, and outlines strategies or innovations to try.	(10)	
At least one good quality literature source is summarized in the discussion.	(2)	
Media is used appropriately to enhance the teaching story.	(2)	
Academic writing and referencing includes: <ol style="list-style-type: none"> 1. Introduction 2. Appropriate headings. 3. Coherent flow of ideas and information, understandable terms and explanations. 4. Discussion with summary of key points and ideas. 5. Correct grammar and punctuation. 6. Formatting is professional. 7. APA 6th edn referencing style is used when citing in body of text and in reference list. 	(feedback only)	
Total Part A:	/30 %	

Assessment 3: Reflective Teaching story – Marking criteria – Part B – marked out of 30.

Criteria	Mark	Comments
Colleague’s teaching context is described clearly and includes: programme, type of teaching, content, methods, learning activities, resources and equipment, educational technologies, and assessments.	(8)	
Information about the students includes: diversity, learning styles and preferences, learning needs, pastoral care provided.	(8)	
Describes differences with own context and colleague’s context.	(5)	
Reflects on what was learned from colleague, and what could be used in own teaching context. Includes reflection on teaching or assessment methods or tools that would like to try, and why these might benefit own students. . Outlines potential online or on-campus learning possibilities.	(10)	
At least one good quality literature source is summarized in the discussion.	(2)	
Media is used appropriately to enhance the teaching story.	(2)	
Academic writing and referencing includes: <ol style="list-style-type: none"> 1. Introduction 2. Appropriate headings. 3. Coherent flow of ideas and information, understandable terms and explanations. 4. Discussion with summary of key points and ideas. 5. Correct grammar and punctuation. 6. Formatting is professional. 7. APA 6th edn referencing style is used when citing in body of text and in reference list. 	(feedback only)	
Total Part B:	/30 %	
Total overall: /60 %		