Proposal to Change the Teaching Period or the Teaching Mode of an Existing Paper

(This form should be used for any of the following: to convert an existing full year paper to a semester paper, to convert an existing semester paper to full year paper, to offer an existing paper in Summer School mode, to offer an existing paper in Distance mode, or to offer an existing distance taught paper on campus.)

Name of Division/School/Department	Humanities/Sociology, Gender & Social Work
Subject Code, Number and Title of Converted Paper (Maximum number of characters in title is normally 60 including spaces)	HUMS 502 Research Methods in the Humanities
Year of Introduction (Year Proposal Takes Effect)	2019

Please note:
- *If you are planning to offer an existing paper in **Summer School** mode, you will **also** need to complete **Form 7** and submit it to the Summer School and Continuing Education Board (please contact the Summer School Office Extension: 5191).*
- *If you wish to change a paper from **one semester to another**, please contact Information Collections at ae.info.collection@otago.ac.nz*

Deadlines for Proposals
a) *For proposals for introduction in the following year and to ensure their inclusion in the Guide to Enrolment:*
   - *the March meetings of the Divisional Boards;*
   - *April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
   - *April Senate*
b) *Final deadline for proposals for the following academic year and inclusion in Summer School for the Summer/Pre-Xmas period:*
   - *the May meetings of the Divisional Boards;*
   - *June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
   - *June meeting of the Summer School and Continuing Education Board.*
   - *June Senate.*

Qualifications Affected
(Major qualifications for which the amended paper will be offered)
MA (Coursework)

Justification for Proposal
(The statement should set out the reason for the proposed change.)
HUMS 502 is one of three required papers in the MA(coursework) programme. The student population for the new MA(coursework) is expected to include professionals, those in employment, and those who may not be able to relocate to Dunedin. The MA(coursework) therefore, increasingly hopes to offer papers taught by distance learning. Accordingly, we propose to offer HUMS 502 as a distance taught paper.

Details
(Refer to the *Guide to Enrolment* for Prescriptions. State page number and provide old and proposed information about the teaching period or old and proposed code. Where an existing paper is to be offered in Distance mode, it should be made clear whether or not it will still be available on campus. If this change impacts on the paper rules for another paper(s), please outline the consequential amendments for the other paper(s).)

Existing

HUMS 502   Research Methods in the Humanities
S2   0.25 EFTS   OL, OC   30 points
Examine key principles of research in the humanities. Students will develop broad understanding of a range of methods and hone skills in a method of their choice.
LT   MA

Proposed

HUMS 502   Research Methods in the Humanities
S1   0.25 EFTS   OL, OC, **DL**   30 points
Examine key principles of research in the humanities. Students will develop broad understanding of a range of methods and hone skills in a method of their choice.
LT   MA

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the '*Important Notes for Completing Proposal Forms*' for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	S1			Distance On Campus

Consultation

(Provide statements indicating that consultation has taken place with other departments whose students could be affected by the proposed alteration to the teaching period or delivery mode.)

HUMS 502 engaged in extensive consultation in 2016/17, prior to its introduction. Conversion to distance was discussed in meetings with the Humanities PVC and Associate Dean Postgraduate (both Lachy Patterson and Sophie Bond), as well as with those responsible for the other HUMS Coursework MA papers. This Form 6 was circulated for comment, and received only one e-mail in response. In response to this suggestion, the mention of Semester 2 has been removed. Semester 1 had been suggested at initial meetings as an acceptable time to hold the seminar, but there remains the possibility for future years of altering the semester to better fit with changing offerings and student needs.

Name and title Department, school or centre	Feedback	Response / changes
Dr Shef Rogers HOD English and Linguistics	Dear Hugh, Thanks for that document. A couple of comments: 1) It still retains a section under workload expectations that would seem to justify having it in S2:	

(viii) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.	The reference to S2 has been removed.
HUMS 502 is one of three core papers, two of which must be taken as part of the Master of Arts coursework option. It has been proposed for S2 so that students begin the class already having established a research topic. Over the course of the semester students will gain knowledge to assist them in completing their MA research dissertation. Students taking other papers outside the core will be advised by individual departments to ensure that their workloads are balanced. This is not expected to be impacted by distance delivery.	
So if you want to put it in S1, that will need to be altered or explained away. And I don't see a justification for S1 elsewhere in the document.	
That said, ENGL will not object since it will make it much more likely that most students will take 501. On the other hand, we have not yet come up with any sense of 501 as a distance paper, and I'm not sure it would be ideal offering the two 500-level papers that could be taken by distance in the same semester. Obviously, Ben should move 503 to S2, though it sounds as if the paper is functioning well in establishing the taught MA students as a cohort, and that is best done in S1.	
So it's not that the Dept of English and Linguistics objects on any self-interested grounds, but we would definitely want to see the justification for the change to S1 and think there are larger considerations for the taught MA that will also need to be addressed.	
Hope that helps a little bit.	
Cheers, Shef	

Workload Expectations

(For undergraduate study 1 point = 10 hours, e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 for a 20-point paper.

However, every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. For distance papers, these activities will take a different form, due to the learning technologies that will need to be used to facilitate communication and interaction with students. This can be indicated in a number of ways, including around the use of synchronous and

asynchronous technologies. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below).

A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

These workload expectations should be part of the information provided to students at the beginning of the paper.

(i) Contact hours for **existing version** of the paper

	hours	derivation
Lectures	39	(3 hours x 13)
Meetings with supervisor	6	(6 hours total over 12 weeks)
Meetings with coordinator	3	(1 hour/week, 3 weeks)
Sub-total	*48*	

(ii) Non-contact hours for **existing version** of the paper

	hours	derivation
Lecture preparation	42	(12 hours/week, 3.5 weeks)
Private study/Reading	70	(7 hours/week, 10 weeks)
Written assignments	140	(Essay 60 hrs + Research proposal 60 hrs + Journal 20 hrs)
Class Facilitation		
Preparation	60	
Sub-total	*312*	

(iii) Total number of hours for **existing version** of the paper: 360

(iv) Contact hours for the **new, distance taught version** of the paper

	hours	derivation
Lectures		
Zoom sessions	3	(3 x1-hour sessions)
On-campus workshop	16	(4 hours/day for 4 days)
Seminars/tutorials		
Workshop discussions	5	(5 hours during workshop days)
Interactive presentations	10	(10 x1-hour presentations)
Discussion board activities	5	(10 x 0.5 hour engagement with presentations)
Other		
Meetings with supervisor	6	(6 hours total over 12 weeks)
Meetings with coordinator	3	(1 hour/week, 3 weeks)
Sub-total	*48*	

(v) Non-contact hours for **new, distance taught version** of the paper

	hours	derivation
Lecture preparation	42	(12 hours/week, 3.5 weeks)
Private study/Reading	70	(7 hours/week, 10 weeks)
Written assignments	140	(Essay 60 hrs + Research proposal 60 hrs + Journal 20 hrs)
Presentation preparation	60	
Sub-total	*312*	

(vi) Total number of hours for **new version** of the paper: 360

(vii) Evidence of consultation with the student body in deriving the above workload expectations:

The Department consulted informally with existing postgraduate students concerning the workload and based our expectations on those used for other 500-level Humanities and MSW papers. The workload type is adjusted for distance delivery but the time expectations have not changed.

(viii) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

Not applicable.

Terms Requirements

(Some departments require that a student gain terms before they sit final examinations i.e., fulfil certain specified conditions. If students are required to gain Terms before being permitted to sit the examination, please give details

of these requirements. If there are no Terms Requirements please state this. Please also state the situation for the **current** version of the paper.)

There are no Terms Requirements for the current or new versions.

Assessment Procedures (current version of the paper)

(Please provide details of the assessment procedures for the current version of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Evaluate the breadth of methodological approaches in the humanities.	Lectures Course Readings	Reflective journal
Critically analyse the application of methodologies and the role of the researcher.	Panel discussion Lectures Course Readings	Essay
Position one's own disciplinary approach to method within the broader scope of the humanities.	Meetings with supervisor Lectures	Seminar facilitation
Create a depth of understanding of at least one method in own discipline.	Meetings with supervisor Lectures	Research proposal

(Add more rows if required)

i)Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Reflective journal	10%	20
Essay	30%	60
Seminar facilitation	30%	60
Research proposal	30%	60

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback
Reading list for class facilitation and proposal	Oral/written feedback from supervisor
Class facilitation plan to co-ordinators	Oral/written feedback from co-ordinator

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
None	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)
(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Assessment Procedures (new version of the paper)
(Please provide details of the assessment procedures for the **new version** of the paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Evaluate the breadth of methodological approaches in the humanities.	Workshop Course Readings	Reflective journal
Critically analyse the application of methodologies and the role of the researcher.	Panel discussion Workshop Course Readings	Essay
Position one's own disciplinary approach to method within the broader scope of the humanities.	Zoom sessions Meetings with supervisor Discussion boards	Interactive presentation
Create a depth of understanding of at least one method in own discipline.	Meetings with supervisor Discussion boards	Research proposal

(Add more rows if required)

i)Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Reflective journal	10%	20
Essay	30%	60
Interactive Presentation	30%	60
Research proposal	30%	60

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback
Reading list for interactive presentation and proposal	Oral/written feedback from supervisor
Interactive presentation plan to co-ordinators	Oral/written feedback from co-ordinator

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
None	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet Based Learning
(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

[ ]	**No Access**	is where no part of the paper or course is accessible online.
[ ]	**Web – Supported**	is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
[ ]	**Web – Enhanced**	is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
[X]	**Web – Based**	is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

[X] **Blackboard**   [ ] **Moodle**   [ ] **OceanBrowser**   [ ] **Other**   [ ] **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

Proposed Timetable
(Timetable Services must be contacted in the early planning of an alteration in teaching period or delivery mode of an existing paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects eg, 400 level papers.)

When consulting with the Timetable Services, please take into account the following **and supply the details below**:

(i)   Lectures (for each stream)

(ii)   Laboratories (for each stream)

(iii)   Field Trips

(iv)   Tutorials and any other teaching activity

(v)   Identification of possible timetable clashes with other papers that are normally taken in combination with this paper and could be affected by the proposed altered teaching period.

(vi)

[ ]   Timetables statement attached – not required for Distance taught papers.

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Bryndl Hohmann-Marriott
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Department of Sociology, Gender & Social Work