



HEDU502

Learning Theory and Practice in Higher Education

Date: 2023

Part-Time – Full year course

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Nau mai haere mai

Welcome to HEDU 502. This course provides a challenging but supportive environment for you to apply education theories in a scholarly manner to enhance teaching and learning within your educational context and at the same time further develop your understanding of and approaches to teaching and learning.

Pathways

Students who are enrolled with an endorsement in clinical education or educational technology will need to focus on the endorsement component within this course.

Intended Learning Outcomes

By the end of the course, you should be able to:

1. Apply a scholarly approach to enhance a specific aspect of your teaching practice
2. Critique a specific aspect of your teaching practice by drawing on literature, relevant policies, strategic frameworks, insights, and multiple sources of evidence
3. Critique and revise your teaching philosophy and approaches in light of new evidence to create an aligned and persuasive teaching

Teaching / Learning Approach

HEDU 502 does not include a set timetable with lectures or classroom sessions. It offers instead flexible independent learning with tuition and supervisory support.

Central to HEDU 502 is that you develop a project report, in which you identify an educational issue and propose a solution to the issue.

Early in the year, you will identify an area of inquiry relevant to your educational context, including but not limited to curriculum development, teaching or learning. You will produce a short (half a page) description of the inquiry. Once the area of inquiry has been defined, you will work with a supervisor to develop the inquiry into a project.

HEDU 502 adopts a developmental approach based on a mentoring model that is achieved through regular meetings with the supervisor. Dialogue and feedback are essential elements

within this approach and as such, it is expected that you have **at least a dedicated fortnightly session** with your supervisor to develop the project.

In addition to supervision, HEDU502 offers **monthly catch-up sessions** and **supplementary workshops** to help you develop the project report. In monthly catch-up sessions, you will receive tutorials along with other students on project design and report writing. The course coordinator will also recommend relevant workshops offered by the Higher Education Development Centre (HEDC) to better prepare you for the project.

The monthly catch-up sessions and supplementary workshops are optional but **we strongly recommend you participate in these activities**. Feedback from previous students suggests that these additional learning opportunities prepared them well and allowed them to complete the project report in a timely manner.

Monthly catch-up sessions (every 4-week)	Time	Location
Welcome and develop an area of inquiry - tutorial	01 Mar (Wednesday, 7-8pm)	
Educational problem – tutorial	29 Mar (Wednesday, 7-8pm)	
Educational problem – presentation and feedback	26 Apr (Wednesday, 7-8pm)	
Use of theories – tutorial	24 May (Wednesday, 7-8pm)	Zoom (session link provided by course coordinator)
Use of theories – presentation and feedback	21 Jun (Wednesday, 7-8pm)	
Solution – tutorial	19 Jul (Wednesday, 7-8pm)	
Solution – presentation and feedback	16 Aug (Wednesday, 7-8pm)	
A narrative account of teaching - tutorial	13 Sep (Wednesday, 7-8pm)	
HEDC workshops: Teaching and learning theories sign up via the link https://www.otago.ac.nz/hedc/staff/otago230509.html	As advertised	Zoom (session link provided on registration)

Schedule of Core Activities

You will develop a project report in which you identify an issue relevant to education (e.g., higher education) and propose a possible solution to the issue. You will also explore the development of your own understanding of teaching and learning during the project.

The output of HEDU 502 is a project report with approximately 6000 – 8000 words. You are encouraged to work out the specific report structure with your supervisor, but the report should in general cover the following aspects.

- Develop a rationale – you are expected to (1) identify an educational issue that you would like to address; (2) explain its relevance to your own professional practice; and (3) situate the issue within institutional, societal or international context by drawing on relevant policies, frameworks, initiatives, reports and trends in higher education sectors.
- Use theories and evidence to inform solution – you are expected to (1) explore the background or origins of the issue drawing on research literature; (2) explore the background or origins of the issue through informal consultations with staff, colleagues and/or students; (3) critically evaluate a range of key concepts, theories or perspectives that could inform a possible solution to the issue; and (4) discuss how your choice of the concept(s), theory(ies) or perspective(s) aligns with the educational issue you would like to address.
- Describe the proposed solution – you are expected to (1) describe the proposed solution including, for instance, the aim, process, timeframe, resources required; (2) discuss how

the proposed solution aligns with your choice of concept(s), theory(ies) or perspective(s); (3) briefly describe the ways how you will gather evidence in terms of the feasibility or impact of the proposed solution; and (4) outline the assumptions you made about the solution or the limitations of the solution.

- Seek feedback on proposed solution – you are expected to (1) describe the process by which you sought feedback on the solution and the feedback you received; and (2) describe the reflections you had and/or revisions you made based on the feedback.
- Develop a narrative account of your teaching philosophy and approaches¹ – you are expected to (1) explain what matters most to you in terms of teaching and student learning within your context and describe your approach to teaching and student learning before undertaking HEDU502; (2) describe how your understanding of teaching and learning has changed, shifted or further evolved during HEDU502 project; (3) explain why your understanding has changed and the impact it has had on your self-efficacy, your teaching effectiveness and/or your students’ learning; and (4) the areas that you would like to explore further in the future.

Key Dates

You are encouraged to develop a project plan with your supervisor, outlining milestones. The following table provides the indicative dates for milestones in the report-writing process.

No.	Main Milestones	Months
1	Identify an area of inquiry	by mid-March
2	Develop a rationale	March - April
3	Use theories and evidence to inform solution	May- June
4	Describe the proposed solution and improve it based on feedback	July - August
5	Develop a narrative account of your teaching philosophy and approaches	September
6	Full Report submission (approx. 6000-8000 words)	Due: 8th October

Assessment / Grading

The assessment relates to a single report submitted at the completion of the course. Each section of the report must be developed with the support of your supervisor and culminate in the production of a full report that is submitted for assessment on the **8th of October**. Please submit your work to the course coordinator, Qian Liu (qian.liu@otago.ac.nz)

At least two independent markers will assess your project report. You are encouraged to refer to the Marking Guide when you develop the report. The report is graded as Pass or Fail².

Unless previously arranged and agreed (with the Course Coordinator), work submitted after the due date, for whatever reason, will not be graded until the following year. You are advised to establish your own deadlines well within this final deadline to accommodate special allowances.

¹ You will benefit from completing the first two activities (describe your approach to teaching and learning; and explain what matters most to you) early during project inception, as this helps strengthen the project rationale.

² The grading scheme for this course and the Postgraduate Certificate is based on Pass | Fail. However, percentage and letter grades are needed for those progressing to Diploma or Masters. We have included these percentage grades for your information.

Course Resources

You will work with your supervisor to source relevant resources. Most of the resources will be in digital formats and can be obtained through the University's library. You are encouraged to get in touch with the subject librarian, Kate Thompson (<https://otago.libguides.com/HEDC>) in advance to understand the key databases for Higher Education and how to use them.

Expected Workload

This course has been designed so that an 'average' higher education teacher, currently teaching in higher education, would achieve the intended outcomes with approximately 360 study hours. This equates to approximately 10 hours per week over 30 weeks of study.

Referencing Style

The use of APA (American Psychological Association) referencing style is preferred (University Library resource site https://otago.libguides.com/citation_styles/APA). If APA is a problem for you, please discuss the matter with the Course Coordinator.

Academic Integrity

You will want to ensure that your own reserves of academic integrity are built up during this course and not depleted. The University does have an 'academic integrity policy' that might help you address the issues (<https://www.otago.ac.nz/study/academicintegrity/>), but more generally please do think about your own concept of integrity, and of academic integrity, and apply it to your contributions to this course. If you are in doubt about what is expected, please raise it as a concern with the Course Coordinator.

Impairment

If you have a permanent or temporary disability, impairment or medical condition that affects your study in this course, the HEDC invites you to contact the Course Coordinator to discuss any specific requirements. Alternatively, you are welcome to meet with a Student Advisor at Disability Information and Support. Disability Information and Support provides learning support, advice, advocacy and information to students with permanent or temporary disabilities, impairments or medical conditions.

Disability Information and Support

Telephone: 479 8235; Email: disabilities@otago.ac.nz; Website: www.otago.ac.nz/disabilities;
Location: West wing of the ISB.

Concerns about the course?

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Coordinator will be happy to discuss any concerns. Alternatively, report your concerns to the student representative (to be elected in the early weeks of Semester 1) who will follow up with HEDC staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are university channels that may aid resolution. For further advice and more information on these channels, contact the Head of Department.