HEDU501 Critical Reflection on Higher Education 2022

Photo by Nathan Lindahl on Unsplash

Course Coordinators	
Dr Julie Timmermans	Dr Tracy Rogers
Higher Education Development Centre	Higher Education Development Centre
Profile Link	Profile Link
Phone: +64 3 479 7522	Phone: +64 3 479 5786
Email: julie.timmermans@otago.ac.nz	Email: tracy.rogers@otago.ac.nz

Teaching Staff	
Educational Technology Endorsement Dr Joyce Koh	Clinical Education Endorsement Joy Rudland
Higher Education Development Centre	Educational and Development Unit, OMS University of Otago
Profile Link	Profile Link
Phone: +64 3 479 7232	Phone: +64 272129305
Email: joyce.koh@otago.ac.nz	Email: joy.rudland@otago.ac.nz

1. Nau mai haere mai

Welcome to "Critical Reflection on Higher Education". The image on the first page of this outline represents the environment we wish to foster in this paper. We hope to provide a warm and welcoming space in which you feel compelled to engage in critical reflection and collegial conversations about teaching and learning. Your critical understanding will be informed by key theories in higher education and enriched by your teaching context, practices, and understanding of students' learning. We hope that the experiences in the paper will help you to develop your ways of thinking and being as a teacher and, ultimately, enhance your enjoyment of teaching and the experiences of your learners.

2. Intended Learning Outcomes

By the end of this paper, you should be able to:

- Apply relevant teaching, learning, and higher education theories to your teaching context;
- (Re)design a learning-centred and aligned course, paper or teaching activity;
- Critically reflect on the development of your teaching and learning philosophies and approaches by drawing on multiple sources of evidence; and
- Develop language to engage in scholarly conversations about teaching and learning.

3. Teaching / Learning Approach

Through guided and deliberate reflection, you will have the opportunity to practise giving and responding to feedback to develop your scholarly thinking about teaching and learning. Our intent is to cultivate a rich and generative 'holding environment' in which you feel comfortable being slightly uncomfortable. This learning environment will be one of inquisitiveness and respect for emergent and divergent ideas.

You will achieve the learning outcomes of this paper by actively engaging in classroom discussions with your peers and us, as well as with the learning material. Fourteen classes will be held simultaneously via Zoom and in person on **Fridays from 10 a.m. until noon, throughout Semesters 1 and 2.** Students enrolled in the endorsements will attend parallel sessions with either Joyce or Joy. Please refer to Section 4, "Schedule of Core Activities", for precise class dates and topics.

a) Readings

The selected readings are intended to bring you into conversation with key ideas related to teaching and learning in higher education. Group discussions during class will call upon you to integrate the readings into your thinking and enable you to develop your ability to have scholarly discussions about teaching and learning. All readings are listed in Blackboard and in the schedule of core activities. For the students completing an endorsement, a different reading list will be provided for the parallel sessions.

b) Formative Assessments: Opportunities for Practice and Feedback

As part of our teaching approach, we believe that learners require opportunities to practise with and receive feedback on the ideas in the paper before being graded. We have therefore included four formative assessments that contribute to the final two summative assessments. Formative assessments are opportunities to commit your ideas to paper, which is necessary for integrating ideas and practicing scholarly language. The expectation is, therefore, that you complete each assessment. While the assignments are the same for all students, those enrolled in an endorsement will be expected to root their assignments in the specific area of endorsement.

Completion of the assignments will provide an opportunity for you to receive feedback from class colleagues and us. Our feedback is intended to help you to bridge the gap between current ways of understanding and possible next steps in the development of your thinking. We will comment on strengths and areas for improvement in the particular assessment, including further questions and topics you could have pursued, and which you might want to pursue in future assessments, journal articles, or in practice. If you are enrolled in an endorsement, you will also receive feedback on your assignments from either Joyce or Joy.

4. Schedule of Core Activities

DATE	CLASS TOPICS	REQUIRED READINGS	ASSIGNMENTS	DUE DATE
Class 1 4 Mar	Good teaching in higher education	"Relationship-rich Education" (Felten & Lambert, 2020, Chapter 1) "Good Talk about Good Teaching" (Palmer, 1993) Ramsden (2003), Ch 6 "Teaching as Community Property: Putting an end to pedagogical solitude" (Shulman, 1993)		
Class 2 11 Mar *Parallel Session 1*	**Regular:** Designing environments for learning **Clinical Education:** The clinical workplace learning environment - the challenges **Educational Technology:** Theoretical approaches for technology-enhanced learning	**Regular Stream** "From Good to Great: The 10 Habits of Phenomenal Educators for Pacific Learners" (Chu-Fuluifaga & Ikiua-Pasi, 2021) "A Māori Pedagogy: Weaving the Strands Together" (Stucki, 2012). "Principles for Designing Teaching and Learning Spaces" (Finkelstein, et al., 2014).		

		"Research-informed Principles for (Re)Designing Teaching and Learning Spaces" (Finkelstein, et al., 2016) **Clinical Education** "Are pedagogies used in nurse education research evident in practice? (Allan & Smith, 2010) **Educational Technology** "Technology-enhanced Learning and Teaching in Higher Education" (Kirkwood & Price, 2014) 2021 Educause Report		
Class 3 25 Mar	Introduction to learning theories	"How Learning Works" (Brent & Felder, 2011) "Promoting General Metacognitive Awareness" (Schraw, 1998) "Sharpening a Tool for Teaching" (Wass & Golding, 2014) Ramsden (2003), Ch 7	**Assignment 1 (formative): My Development Goals**	28 Mar
Class 4 8 Apr *Parallel Session 2*	**Regular:** Curiosity and learning **Clinical Education**: Capturing the learning moment **Educational Technology**: Designing technology-enhanced learning	**Regular Stream** "Curiosity, It Helps Us Learn, But Why?" (Singh, 2014) **Clinical Education** "Taking Advantage of the Teachable Moment" (Chinai et al., 2018) **Educational Technology** "Three Approaches for Supporting Faculty Technological Pedagogical Content Knowledge (TPACK) Creation" (Koh, 2020) "Seven Design Frames" (Koh & Chai, 2016)		
Class 5 29 Apr	Constructive alignment and learning outcomes	Biggs & Tang (2011) Ch 6, 7 Ramsden (2003), Ch 8		
Class 6 13 May	Transformative learning and affect in learning	"Transformative Learning Theory" (Mezirow, 2011) "Dancing on the Threshold of Meaning" (Garvey Berger, 2004) "Experiencing Transformative Learning in a Counseling Master's Course" (Nogueiras et al., 2019)	**Assignment 2 (formative): Learning Outcomes**	16 May
Class 7 27 May	Assessment and feedback (in alignment with learning outcomes)	Biggs and Tang (2011) Ch 10, 11, 12 "The Power of Feedback" (Hattie & Timperley, 2007) "Enhancing Student Learning Through Effective Formative Feedback" (Juwah et al., 2004) "CAT – Classroom Assessment Techniques" (Angelo & Cross, 1993) Vanderbilt University: Classroom Assessment Techniques https://cft.vanderbilt.edu/guides-sub-pages/cats/		

Class 8 10 June	Identifying and analysing where learners get "stuck": Bottlenecks and threshold concepts in learning	"Threshold Concepts and Troublesome Knowledge" (Meyer & Land, 2003) "Decoding the Disciplines" (Middendorf & Pace, 2004) "From Bottlenecks to Epistemologies" (Shopkow et al., 2013)	**Assignment 3 (formative): Assessment Methods**	13 June
Semester Break				
Class 9 15 July	Teaching and learning activities (in alignment with learning outcomes)	Ramsden (2003), Ch 9 Biggs & Tang (2011), Chapters 8 and 9, as needed		
Class 10 29 July *Parallel Session 3*	**Regular:** Student choice topic **Clinical Education**: Student choice topic **Educational Technology**: Presentation and critique of lesson ideas for technology-enhanced learning	Resources for the sessions will be announced before the class.	**Assignment 4 (formative): Teaching and Learning Activities**	8 Aug
Class 11 12 Aug	Mindsets: Growth Mindset, stress mindset	"Inside the Mindsets" (Dweck, 2016, Chapter 2)		
Class 12 26 Aug	Gallery walk of paper outlines		**'Draft' of Assignment 5: Paper Outline due for formative feedback**	29 Aug
Class 13 16 Sep	Critical reflection on your development	"Threshold concepts theory as a pedagogical tool for articulating transformational learning" (Atherton & Meulemans, 2021) "Developing a Personal Vision of Teaching" (Brookfield, 1990, Chapter 2) "Teaching Philosophies and Teaching Dossiers Guide" (Kenny et al., 2021)	**Assignment 5 (summative): 'Revised' Paper Outline**	26 Sep
Class 14 7 Oct	Evaluating and improving your teaching	"What is Critically Reflective Teaching?" (Brookfield, 2017, Chapter 1) "Collaborative Peer-supported Review of Teaching" (Gosling, 2014)	**Assignment 6 (summative): Documenting and Assessing your Development**	12 Oct

5. Key Dates

Assignment Description	Length	Weight %	Due Date
Formative (ungraded) assessments 1-4	Up to 1200 words each	0	Staggered across the two semesters
Creating a Paper Outline and Reflection (Assignment 5)	Variable	50%	26 September
Documenting and Assessing your Development (Assignment 6)	2000–2500 words	50%	12 October

6. Assessment, Feedback, and Grading

Nature of Assessments

The philosophy of assessment underpinning this paper is that assessment is part of the learning process, rather than something that happens at the end of the learning process. We are interested in your development as scholars of teaching and learning in higher education. Assignments are therefore paced and designed to enable you to have time for feedback and reflection before they are graded. We will strive to return assignments two weeks after submission.

Your final grade will be composed of the following two assessments (details provided below):
- 50% Creating a Paper Outline and Reflection (Assignment 5) and
- 50% Documenting and Assessing your Development (Assignment 6).

You will be provided with detailed descriptions of, and evaluation criteria for, all the assignments.

Assignment 5: Creating a Paper Outline and Reflection

The purpose of this assignment is to create an aligned outline for a paper, course, or activity you teach, may be teaching, or wish to teach. Throughout the year, we will systematically work toward designing the various parts of your outline. Formative assessments # 2, 3, and 4 will all contribute to this assignment.

This assignment comprises two components. Part (a) is a synthesis of and reflection on feedback from peers, an external reviewer (a colleague in your field), and the course coordinators (10/50 marks). Part (b) involves creating the outline (40/50 marks).

When assessing the paper outline, we will refer to the formative assessments. So, for example, when we read the learning outcomes in the paper outline, we will refer to Assignment 2, *Learning Outcomes*, to understand your rationale for selecting those particular learning outcomes.

Assignment 6: Documenting and Assessing your Development

The purpose of this assignment is to reflect on and integrate the overall learnings from this paper. Ideally, you will refer to your first assignment (as a starting point), and then chart your development over the course of this paper. You are expected to draw on previous assignments, peer feedback, relevant readings, class discussions, and other course materials to support your assessment of your development. We are interested in your insights regarding the ways in which your thinking about teaching and learning have been challenged and perhaps expanded. How might these insights influence your future teaching goals? Developing your ability to document your teaching development in this way is important practice for preparing documents, such as confirmation, promotion, and teaching award applications.

Grading

Evaluation criteria will be provided for each assignment. Grades for 501 will be pass or fail. This is based on the extent to which learners demonstrate they meet the learning outcomes for Critical Reflection on Higher Education

The following grading scheme is used at Otago:

A+	90-100	Distinction
A	85-89	Distinction
A-	80-84	Distinction
B+	75-79	Credit
B	70-74	Credit
B-	65-69	Pass

C+	60-64	Pass
C	55-59	Pass
C-	50-54	Pass
D	<50	Fail

7. Course Resources

All course resources will be available via Blackboard, including all required and recommended readings.

The sessions will also be recorded to view at a later date; however, this is not as worthwhile as attending.

Zoom meeting details will be posted in the Announcements section in Blackboard.

Blackboard is a web-based learning platform that we use to help manage teaching and learning in the course. On Blackboard, you will find resource material, a list of lectures and tutorials, a discussion site, on-line quizzes, and your own personal grade sheet.

We will use some of these tools later in the course, but for now we just want to make sure you can access these pages. First, go to the Blackboard home page by following these steps:

1. Click on to your browser, for example Internet Explorer or Mozilla.

2. Go to the University Homepage: http://www.otago.ac.nz/ and click on Blackboard (in 'Quickfind' at top of third column on yellow band at the bottom of the Homepage).

   Alternatively, go to: http://blackboard.otago.ac.nz

3. You will be asked to Login by typing in your username and password (use your university-wide Student ID and password). Once you have logged in you will find yourself on your personal Blackboard page.

4. On the right hand side of the site you will see the heading 'My Courses'. All the papers in which you are enrolled should be listed. Click on this button.

5. Once you are in the website bookmark it or add it to your 'favourites'.
   If you have any problems with Blackboard please contact AskIT on 03 479 7000.

Textbooks and readings

Please see the class schedule, as well as the reading reference list provided below for details of the course readings. The readings are available via the eReserve tab on Blackboard and are tagged as required or recommended. Additional readings and resources may be suggested prior to class sessions.

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). McGraw Hill, Society for Research into Higher Education & Open University Press.

Harland, T. (2012). *University teaching: An introductory guide*. Routledge.

Ramsden, P. (2003*). Learning to teach in higher education* (2nd ed.). RoutledgeFalmer.

Class 1, 4 March: Teaching, good teaching and being a teacher in higher education

Felten, P., & Lambert, L. (2020). Chapter 1: Visions of the possible. In *Relationship-rich education: How human connections drive success in college* (pp. 14-40). Johns Hopkins University Press.

Palmer, P. (1993). Good talk about good teaching: Improving teaching through conversation and community, *Change: The Magazine of Higher Learning, 25*(6), 8-13. https://doi.org/10.1080/00091383.1993.9938466

Ramsden, P. (2003). Chapter 6. In *Learning to teach in higher education* (2nd ed.). Routledge/Falmer.

Shulman (1993) Forum: Teaching as community property: Putting an end to pedagogical solitude. *Change: The Magazine of Higher Learning, 25*(6), 6–7 https://doi.org/10.1080/00091383.1993.9938465

Class 2, 11 March: Parallel Session 1

Regular Stream: Designing environments for learning
Clinical Education: The Clinical workplace learning environment - the challenges
Educational Technology: Theoretical approaches for technology-enhanced learning

Further resources may be announced before class.

Regular Stream
Chu-Fuluifaga, C. & Ikiua-Pasi, J. (2021). From good to great: The 10 habits of phenomenal educators for Pacific learners. Ako Aotearoa.

Stucki, P. (2012). A Māori pedagogy: Weaving the strands together. *Kairaranga, 13*(1), 7-15.

Finkelstein, A., Ferris, J., Weston, C., & Winer, L. (2014). *Principles for designing teaching and learning spaces.* McGill University. https://eduq.info/xmlui/handle/11515/35511

Finkelstein, A., Ferris, J., Weston, C., & Winer, L. (2016). Research-informed principles for (re)designing teaching and learning spaces. *Journal of Learning Spaces, 5*(1), 26-40.

Clinical Education
Allan, H. T., & Smith, P. (2010). Are pedagogies used in nurse education research evident in practice? *Nurse Education Today,* 30**,** 476-479. doi:10.1016/j.nedt.2009.10.011

Educational Technology
Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review. *Learning, Media and Technology*, *39*(1), 6–36. https://doi.org/10.1080/17439 884.2013.770404

2021 Educause Report (Browse through the Summary) https://library.educause.edu/-/media/files/library/2021/4/2021hrteachinglearning.pdf?la=en&hash=C9DEC12398593F297CC634409DFF4B8C5A60B36E (This is publicly available, not an eReserve item)

Class 3, 25 March: Introduction to learning theories

Ramsden. (2003). Chapter 7

Brent, R., & Felder, R. M. (2011). How learning works. *Chemical Engineering Education, 45*, 257-258. https://www.engr.ncsu.edu/wp-content/uploads/drive/1kLlZRp7ir79R7PPkOssZbPg7mbPFq-MQ/2011-r_Ambrose.pdf

Wass, R., & Golding, C. (2014). Sharpening a tool for teaching: The Zone of Proximal Development. *Teaching in Higher Education, 19*(6), 671–684. https://doi.org/10.1080/13562517.2014.901958

Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*(1-2), 113-125. doi:10.1023/A:1003044231033

Class 4, 8 April: Parallel Session 2

Regular Stream: Curiosity and learning
Clinical Education: Capturing the learning moment
Educational Technology: Designing technology-enhanced learning

Further resources may be announced before class.

Regular stream

Singh, M. (2014, October 24). *Curiosity, it helps us learn, but why?* http://www.npr.org/sections/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn

Clinical Education

Chinai, S. A, Guth, T., Lovell, E., & Epter, M. (2018). Taking advantage of the teachable moment: A review of learner-centered clinical teaching models. *Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 19*(1), 28-34. http://dx.doi.org/10.5811/westjem.2017.8.35277

Educational Technology

Koh, J. H. L. (2020). Three approaches for supporting faculty technological pedagogical content knowledge (TPACK) creation through instructional consultation. *British Journal of Educational Technology, 51*, 2529-2543. https://doi.org/10.1111/bjet.12930

Koh, J. H. L., & Chai, C. S. (2016). Seven design frames that teachers use when considering technological pedagogical content knowledge (TPACK). *Computers & Education, 102*, 244-257. https://doi.org/10.1016/j.compedu.2016.09.003

Class 5, 29 April: Constructive alignment and learning outcomes

Biggs & Tang. (2011). Chapters 6, 7

Ramsden. (2003). Chapter 8

Class 6, 13 May: Transformative learning and affect in learning

Mezirow, J. (2011). Transformative learning theory. In J. Mezirow, E. W. Taylor, & Associates (Eds.), *Transformative learning in practice: Insights from community, workplace, and higher education* (pp. 18-31). Jossey-Bass. E-book available through University Library.

Garvey Berger, J. (2004). Dancing on the threshold of meaning: Recognizing and understanding the growing edge. *Journal of Transformative Education, 2*, 336-351. https://doi.org/10.1177/1541344604267697

Nogueiras, G., Iborra, A., & Kunnen, S. (2019). Experiencing transformative learning in a counseling masters' course: A process-oriented case study with a focus on the emotional experience. *Journal of Transformative Education, 17*(1), 71-95. https://doi.org/10.1177/1541344618774022

Class 7, 27 May: Assessment and feedback

Biggs and Tang. (2011). Chapters 10, 11, 12

Juwah,C., Macfarlane-Dick, D., Matthew, B., Nicol, D., Ross, D., & Smith, B. (2004). *Enhancing student learning through effective formative feedback*. The Higher Education Academy Generic Centre. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/resources/id353_senlef_guide_1568036614.pdf

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81–112. https://doi.org/10.3102/003465430298487

Vanderbilt University. Classroom Assessment Techniques https://cft.vanderbilt.edu/guides-sub-pages/cats/

Class 8, 10 June: Identifying and analysing where learners get "stuck": Bottlenecks and threshold concepts in learning

Meyer, J. H. F, & Land, R. (2003). *Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines*. Enhancing Teaching-Learning Environments in Undergraduate Courses (ETL) Occasional Report 4. Edinburgh: ETL Project, Universities of Edinburgh, Coventry and Durham. http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf

Middendorf, J., & Pace, D. (2004). Decoding the disciplines: A model for helping students learn disciplinary ways of thinking. *New Directions for Teaching and Learning, 98*, 1-12. https://doi.org/10.1002/tl.142

Shopkow, L., Diaz, A., Middendorf, J., & Pace, D. (2013). From bottlenecks to epistemology: Changing the conversation about the teaching of history in colleges and Universities. In R. Thompson (Ed.), Changing *the conversation of higher education* (pp. 30-50). Rowman & Littlefield.

Class 9, 15 July: Teaching and learning activities

Ramsden. (2003). Chapter 9

Biggs & Tang. (2011). Chapters 8 and 9, as needed

Class 10, 29 July: Parallel Session 3

Regular Stream: Student-driven, Topic to be determined
Clinical Education: Student choice topic
Educational Technology: Presentation and critique of lesson ideas for technology-enhanced learning

Resources will be announced before the class.

Class 11, 12 August: Mindsets: Growth mindset and stress mindset

Dweck, C. (2016). Chapter 2: Inside the mindsets. In *Mindset: The new psychology of success* (pp. 15-54). Penguin Random House.

Recommended:

Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development, 78*, 246–263. https://doi.org/10.1111/j.1467-8624.2007.00995.x

Crum, A. J., Akinola, M., Martin, A., & Fath, S. (2017). The role of stress mindset in shaping cognitive, emotional, and physiological responses to challenging and threatening stress. *Anxiety, Stress, & Coping, 30*, 379-395. http://dx.doi.org/10.1080/10615806.2016.1275585

Crum, A. J., Salovey, P., & Achor, S. (2013). Rethinking stress: The role of mindsets in determining the stress response. *Journal of Personality and Social Psychology, 104*, 716-733. https://doi.org/10.1037/a0031201

Class 12, 26 August: Gallery walk of paper outlines

No readings assigned.

Class 13, 16 September: Critical reflection on your development

Atherton, M. C., & Meulemans, Y. N. (2021). Threshold concepts theory as a pedagogical tool for articulating transformational learning: An initial exploration. *Journal of Transformative Education,19*(2)*,* 147-165. https://doi.org/10.1177/1541344620963716

Brookfield, S. (1990). Chapter 2: Developing a personal vision of teaching. In *The skillful Teacher* (pp. 15-28). Jossey-Bass.

Kenny, N., Aparicio-Ting, F., Beattie, T., Berenson, C., Grant, K., Jeffs, C., Lindstrom, G., Nowell, L., & Usman, F. (2021). Teaching philosophies and teaching dossiers guide: Including leadership, mentorship, supervision, and EDI. Taylor Institute for Teaching and Learning Guide Series. https://taylorinstitute.ucalgary.ca/resources/teaching-philosophies-and-teaching-dossiers-guide

Class 14: Evaluating and improving your teaching

Brookfield, S. (2017). Chapter 1: What is critically reflective teaching? In *Becoming a critically reflective teacher (2nd ed.)* (pp. 1–20). Jossey-Bass. E-book available for online viewing or download through the University Library.

Gosling, D. (2014). Collaborative peer-supported review of teaching. In P. M. Sachs J. (Ed.), *Peer review of learning and teaching in higher education* (Vol. 9, pp. 13-31). Springer. https://doi.org/10.1007/978-94-007-7639-5_2

8. Expected Workload

This paper 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.

Formal contact hours:	28	14 classes x 2 hours
Preparation for class:	112	8 hours per week x 14 weeks
Preparation of assignments:	220	total for all assignments

9. Referencing Style

The use of APA (American Psychological Association) 7th edition referencing style is preferred. Many online resources are available, including through the University of Otago Library website. If APA is a problem for you, please discuss the matter with the Course Coordinator. You will also find information about different referencing styles at: https://www.otago.ac.nz/library/referencing/index.html

10. Academic integrity, plagiarism, and dishonest practice

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. You should make sure that all submitted work is your own. Care should be taken to correctly cite the work of others and the teaching team are happy to provide guidance on this. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at www.otago.ac.nz/study/academicintegrity or ask at HEDC Student Learning Development or the Library. If you have any questions, ask your lecturer.

11. Impairment, disability, or medical condition

If you have a permanent or temporary disability, impairment or medical condition that affects your study in this paper, 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

12. Support for Māori and Pacific students

The HEDC Kaiāwhina Māori are:
Candi Young   Pauline Brook
candi.young@otago.ac.nz   pauline.brook@otago.ac.nz
03 471 6385   03 479 5788

Kaiāwhina Māori (Te Kete Aronui) - Māori Student Support Officer (Division of Humanities)

The Māori Student Support Officers are Jovan Mokaraka-Harris and Ella Walsh who are available to help Māori students enrolled in Humanities papers.

- o access academic and pastoral support,
- o provide assistance with advocacy and scholarships,
- o and liaise with Humanities departments regarding things Māori.

Liaison office, 5C9, 5th Floor, Arts Building
Telephone: 479 8681
Email: humanities.kaiawhina@otago.ac.nz
http://www.otago.ac.nz/humanities/maori-at-humanities/support/otago054275.html

Pacific Islands Students' Support Officer (Division of Humanities)

The Pacific Islands Students' Support Officer is Shivankar Nair who is available to help Pacific Islands students enrolled in Humanities papers.

- o Liaise with academic departments and support services with respect to any issues relating to you and your course of study
- o Act as a point of contact for all Pacific Island students enrolled in Humanities papers and degrees.
- o Facilitate access to pastoral care, student services, course planning advice within the university.

Liaison office, 5C9a, 5th Floor, Arts Building
Telephone: 479 9616
Email: pacificsupport.humanities@otago.ac.nz
http://www.otago.ac.nz/humanities/pacific-at-humanities/support/otago054276.html

13. 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 Coordinators 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 Centre Manager or Head of Department.

14. Feedback from past students

"HEDU501 is a fantastic paper, which does exactly what it intends and encourages you to reflect critically on your teaching. I felt a real sense of community in this paper, and I greatly enjoyed the opportunity to discuss aspects of teaching and learning with other passionate teachers and with the course coordinators. I would highly recommend the course to any tertiary teachers."

"I use critical reflection in my practice every day but this paper made me more critical of my teaching skills and aware of improved ways of imparting information so that students and colleagues were interested in learning."

"The class sessions are always very organised, yet they have a relaxed feel, where you can feel free to express your ideas. I love the way that Julie and Tracy listen to whatever people have to say, take it on board, and then link it back to the class discussions. I always felt like my contributions were valued and important in this class."