



## Master of Higher Education (MHEd) required papers

The MHEd includes three topic-based papers (HEDU 501, HEDU 502 and HEDU 504), a research methods paper (HEDU 503), and a research dissertation (HEDU 590) into an area of professional practice. The programme will use weekly classroom teaching, one-to-one supervision and require independent work to complete inquiry and assessment tasks.

It is expected that participants will develop substantial inquiry skills:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in the literature
- research, analyse and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous critical intellectual analysis and problem-solving
- demonstrate a high order of skill in the planning, execution and completion of a piece of original research, and
- apply research skills learned during the study programme to new situations.

### HEDU 501 – Critical Reflection on Higher Education (30 points)

In HEDU 501 we explore the current context for teaching and learning in Higher Education. We ask you to choose one or more aspects of your teaching, on which you wish to focus during the year, and to use these to explore the implications of your ideas about the various dimensions of teaching (e.g. planning, teaching practice, assessing student learning and evaluating courses and teaching) and relevant literature. Theory and practice are strongly integrated and we emphasise the context and demands of your own teaching situation. In the process you will explore the role of critical reflection in teaching practice, analyse contemporary research on teachers' beliefs and on how students learn, and develop a teaching portfolio (which is also a key element of confirmation and promotion applications for staff of the University of Otago, but may also constitute part of similar processes in other institutions).

### HEDU 502 – Learning Theory & Practice in Tertiary Teaching (30 points)

HEDU 502 builds on the theoretical bases established in HEDU 501 to explore teaching and learning strategies in your own teaching context. We ask you to consider how you encourage student learning, to explore a range of teaching, assessment and learning methods, to consider the ethical and social implications of teaching and learning; and to develop a strategy for change that we hope you will put into effect and evaluate the impact of on student learning. As in HEDU 501, we provide a challenging but supportive environment for you to explore new ways in which you can enhance your teaching.

### HEDU 503 – Research Methods in Higher Education (30 points)

HEDU 503 introduces various research approaches to the research of teaching and learning in higher education. Using individual and peer supervision, participants explore methodological issues and design a research project that is the focus of HEDU 590. The paper covers a broad range of methods including qualitative, survey, mixed methods, and tools and techniques for systematic literature review.

### HEDU 504 – Academic Leadership in Higher Education (30 points)

A critical examination of academic leadership using contemporary theories of communities of practice, mentoring and positional leadership. The student will develop an understanding of how academic leadership is situated in a contemporary higher education sector.

### HEDU 590 – Research Dissertation (60 points)

A supervised educational research of a topic that is situated within the context of teaching and learning in higher education.

### Assessment

All assessment is internal to the programme and HEDU 501, HEDU 502, HEDU 503, HEDU 504 and HEDU 590 are awarded grades with Fail, Pass, Pass with Credit or Pass with Distinction. There are no final examination papers. Processes involve a mixture of peer, self and lecturer assessment. The assessment is project based and assignments relate closely to each participant's academic work. It is an expectation of the course that assessment outcomes will be of a standard that can be communicated through the usual academic channels, i.e. journals, seminars and conferences.

### University of Otago Grading Scale

All HEDC papers use a grading system of Distinction, Credit, Pass and Fail which equates to the University of Otago Grading Scale as follows:

Distinction	Credit	Pass	Fail
High, A+, 90-100; Medium	High, B+, 75-79	High, C+, 60-64	- D, <50
Medium, A, 85-89	Medium, B, 70-74	Medium, C, 55-59	
Low, A-, 80-84	Low, B-, 65-69	Low, C-, 50-54	