

Graduate Diploma in Tertiary Education

Practice Context - Course Outline 2016

<i>SMS Code</i>	TE701001	<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 Practice Context course. A discovery learning approach is used in this course, set out in four units:

1. Digital Citizenship
2. Reflective Practice
3. Cultural Competence
4. Professionalism & Work Context

What you do in your practice as a teacher is very important for undertaking the activities. Digital Citizenship and what it means for you as a tertiary educator is a good place to start. An important component of this course is to share your work, digitally, with other participants and your facilitator. Not only can you get feedback from other learners but you can also add new technologies to your digital kete.

Your facilitator will use different methods to interact with you and other participants in the course, as well as email. For example, online discussion forums on Moodle and 'real-time' computer conferencing on Adobe Connect. Most of the course materials and activities are located on an open platform called WikiEducator. Check out the [Course Guide](#) to find out how to get going, and the [StudyDesk](#) to work through each topic. The assessment methods are designed to help you to develop your digital skills, and include the development of an eportfolio so you can use a variety of media for your assignments.

Aims

- To engage in an introductory exploration of the role and understandings of a tertiary educator in relation to their specific practice context.
- To explore the relevance of the Te Tiriti o Waitangi to the tertiary educator's role and gain an understanding of the key concepts of Tikaka Māori, as well as some knowledge of using and constructing simple sentences in Te Reo Māori.
- To explore the expectations of a tertiary educator from an institutional/organisational perspective and requirements from that role such as reflective practice, self-evaluation and digital literacy.

Learning Outcomes

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

1. Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace;
2. Apply the principles of Te Tiriti o Waitangi to their own practice context;
3. Identify how they can appropriately use basic Te Reo Māori in their practice context;
4. Explain concepts of Tikaka Māori, and how the concepts apply to their own practice context;
5. Identify the institutional /organisational strategies and priorities of their employer and describe the ways in which they incorporate those priorities within their practice;
6. Demonstrate reflective practice skills and self-evaluation in relation to their own teaching;
7. Identify and demonstrate a range of digital literacy skills necessary within their own practice context.

Schedule

Units and Learning Outcomes	Topics
<p>Unit 1: Digital Citizenship</p> <ul style="list-style-type: none"> Identify and demonstrate a range of digital literacy skills necessary within your own practice context. 	<p>Topic 1: What is digital citizenship? Topic 2: Digital skills relevant to my role Topic 3: Personal learning plan</p> <p>Formative feedback: Prepare a digital presentation – 10 mins. Add this to eportfolio and post link to Moodle discussion forum for peer feedback. See: Portfolio Assessment Unit 1</p>
<p>Unit 2: Reflective Practice</p> <ul style="list-style-type: none"> Demonstrate reflective practice skills and self-evaluation in relation to your own teaching. 	<p>Topic 1: Reflective practice in teaching Topic 2: How can I use this?</p> <p>Formative peer feedback: Prepare a written reflection – 600 words. Add to eportfolio and share on Moodle discussion forum for peer feedback. See: Portfolio Assessment Unit 2</p>
<p>Unit 3: Biculturalism</p> <ul style="list-style-type: none"> Apply the principles of Te Tiriti o Waitangi to your own practice context. Identify how you can appropriately use basic Te Reo Māori in your practice context. Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context. 	<p>Topic 1: What does cultural competence mean? Topic 2: The New Zealand Context Topic 3: Applying Te Reo and Tikaka in Practice.</p> <p>Summative assessment: Essay - 1200 words or digital story. Submit draft for feedback prior to marking. See: Portfolio Assessment Unit 3</p>
<p>Unit 4: Professionalism & Work Context</p> <ul style="list-style-type: none"> Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace. Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice. 	<p>Topic 1: The dual professional Topic 2: Understanding your organisation Topic 3: Influences on practice</p> <p>Summative assessment: Reflective essay - 1500 words. Submit draft for feedback prior to marking. See: Portfolio Assessment Unit 4</p>

ePortfolio

Your work in the course needs to be compiled in a digital format as an eportfolio, using a method easily accessible to your facilitator and other participants. Please check out the information about [Developing an Assessment Portfolio](#).

The material you prepare in response to the e-tivities for each unit can be collated in your eportfolio, and shared with others in the course for their feedback. The best way to do this is to share the link to your eportfolio on the Moodle course discussion forum. Your facilitator will provide guidance on your work for the e-tivities using the forum. You can also link to this material in your formative and summative assessments.

Assessment

Both formative and summative assessments are used, as outlined in the Schedule. See **Portfolio Assessments** for each unit – links are shown in the Schedule.

For Unit 1 and Unit 2, feedback only will be given and these are worth 10% together, when completed and presented on your portfolio. They must be completed to pass the course. Marks will be allocated to portfolio assessments for Unit 3 (reflective written essay on biculturalism – worth 40%) and Unit 4 (reflective written essay on dual professionalism and reflective practice – 50%).

Marking Criteria

The marking criteria will help you to identify the expectations you will be assessed against for the summative assessments. They also indicate potential grade outcomes (A, B, C, D).

Note: Assessments for Unit 3 (worth 40%) and Unit 4 (worth 50%) will be marked out of 40, divided into:

1. Reflective Writing Criteria (40 marks) and 2. Academic Writing Criteria (feedback only).

1. Reflective Writing Criteria - marked out of 40.

	A: 8 - 10	B: 6.5 – 7.5	C: 5 – 6	D: 0 – 4
Description	Describes thoughts, feelings, existing knowledge and actions (own and others) coherently and in detail. Uses at least three examples relevant to the learning outcome(s) and how this relates directly to own work.	Describes thoughts, feelings, existing knowledge and actions (own) clearly. Uses one to two examples relevant to the learning outcome(s) and how this relates directly to own work.	Describes some thoughts, feelings, existing knowledge and actions at a basic level. Uses one example relevant to the learning outcome(s) and how this relates directly to own work.	Describes a situation briefly and superficially without examples. Little relevance to learning outcome(s).
Analysis	In depth analysis and critique of the experience or subject. Explains what was learned and why, giving a number of reasons for integrating this learning in own practice.	Some analysis of the experience or subject. Explains what was learned and why, giving some reasons for integrating this learning in own practice.	Brief analysis of the experience or subject. Explains little about what was learned with few reasons for integrating this learning in own practice	No analysis of the experience or subject. No explanation of what was learned or integrated in own practice.
Future Actions	Discusses future actions for practice in detail, including goals and reasons they are important for changing practice, own and others.	Describes future actions for practice, including goals and reasons they are important for changing own practice.	Outlines, briefly, future actions for practice, including goals with little or no explanation of their importance for changing own practice.	Future actions for practice are not mentioned.
Multiple perspectives	Discusses and critiques multiple perspectives and uses a variety of good quality, current and relevant literature sources to do this. Develops a coherent argument to support own perspective. Considers in detail, the relevance of different perspectives to own practice.	Discusses other perspectives from the literature to explain how they support own perspective. No critique. Uses some literature that is good quality, current and relevant. Mentions the relevance of different perspectives to own practice.	Cites some literature as part of the discussion but does not use this to support own perspective. No analysis or critique. Literature varies in quality, currency and relevance. The relevance of some perspectives to own practice may be mentioned.	Little or no analysis of other perspectives from the literature. Own perspective is not clearly articulated. The relevance of other perspectives to own practice is not mentioned. Little or no literature is used.
		Total: / 40		%

Please note: Academic writing criteria follow.

2. Academic Writing – feedback only.

<p>No marks are given for this but feedback will be provided on how your work meets these criteria.</p> <p>Formal academic writing style: including:</p> <ol style="list-style-type: none">1. Title page2. Introduction3. Appropriate headings.4. Clearly articulated and coherent flow of ideas and information, understandable terms and explanations.5. Discussion and conclusion with summary of key points and ideas.6. Correct grammar and punctuation is used.7. Formatting is professional.	<p>References:</p> <ol style="list-style-type: none">1. List of cited sources included2. Uses a variety of good quality, current and relevant literature sources to inform the plan.3. APA 6th edn referencing style is used when citing in body of text and in reference list.
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Due Dates:

You are asked to complete a [Study Plan](#) and submit this to your facilitator at the start of the course. This needs to include dates when assessments are due. These can be negotiated with your facilitator.

Final portfolio due date: Monday 13 June 2016.

Grading:

All portfolio assessments must be completed. The final grade is a cumulative mark from all the assessments. To pass you must gain at least 50% overall with a minimum of a C pass for each assignment. This only applies to assessments for Unit 3 and Unit 4. One resubmission is possible for each assignment achieving less than a C pass. The grade table shows the range.

Total %	Final grade
80 - 100	A
65 - 79	B
50 - 64	C
0 - 49	D

Facilitated Support

The course facilitator will maintain regular contact with you throughout to encourage and support you. It is a good idea to discuss with your facilitator how you would like to be supported with your learning. If you need guidance about organizing your study plan and obtaining information or resources, please ask for assistance sooner rather than later.

Recommended Reading

A range of readings and resources are identified on WikiEducator:

http://wikieducator.org/Practice_Context