



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**CENTRE FOR ACADEMIC DEVELOPMENT**

**POSTGRADUATE CERTIFICATE and POSTGRADUATE DIPLOMA IN HIGHER EDUCATION  
LEARNING AND TEACHING**

**HELT 502 PORTFOLIOS FOR PROFESSIONAL PRACTICE  
30 points**

**TRIMESTER 3 2014**

**Important dates**

**Trimester dates:** 17 November 2014 to 22 February 2015

**Teaching dates:** see **Course Times and locations** below

**Mid-trimester/Xmas break:** 22 December 2014 to 4 January 2015

**Last assessment item due:** Friday, 20 February 2015

**Examination/Assessment Period:** 16–21 February 2015

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://www.victoria.ac.nz/students/study/withdrawals-refunds). If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

<b>HELT 502: Schedule of Meetings, Readings, and Assessments – Trimester Three 2014</b>			
<b>Dates (week starting)</b>	<b>Session Topic</b>	<b>Readings</b>	<b>Assignments/ Activities</b>
<b>MEETING 1: RM 203 ,10 Waiteata Rd</b>			
19 November (9-3pm)	Introductions Purpose and audience of portfolios Collecting and annotating evidence of teaching practice Teaching philosophies and portfolios Reflection in the portfolio process	Jones(x2) De Ridgt et al. (2006)  Jones (2010) Kreber (2004) Schönwetter, et al. (2002)	

MEETING 2: Rm 210, 10 Waiteata Rd			
3 December (9-3pm)	Identifying, reporting, and addressing development needs and wishes  Integrating scholarship of teaching research into your portfolio annotation and reflection  Peer Feedback  Structuring a teaching portfolio (alternative platforms)	Costa & Garmston (1995) Simmons (1996)  Kreber (2006) Trigwell (2001) Trigwell, Martin & Prosser (2000)	<i>Upload some material into MyPortfolio</i>
MEETING 3: Rm 203, 10 Waiteata Rd			
4 February 2015 (9-12)	Using portfolios for student learning	Boud (2000) Winter (2003)	
MEETING 4: Rm 203, 10 Waiteata Rd			
11 February 2015 (9-12)	Critical friend session (peer feedback on drafts) Final review		

## Names and contact details

Course Staff	Offices	Phone (463-)	Office Hours
Associate Professor Liz Jones <i>Course Coordinator</i>	10 Waiteata Rd (Kelburn campus) Room 203	9696	By appointment
Ms Anna Nguyen, <i>Administrative Assistant</i>	10 Waiteata Rd (Kelburn Campus) Room 205	9786	Monday - Friday, 9.00am - 4:30 pm

## Communication of additional information

All formal notices relating to this course will be posted on the course Blackboard website. Please check the site regularly for announcements.

## Prescription

This course will introduce different types of teaching portfolios used in higher education. Students will be required to select and annotate evidence appropriate to specific portfolio types and develop a reflection-based peer-reviewed portfolio for an agreed purpose, and take part in peer review of written teaching portfolios.

## Course learning objectives (CLOs)

Students who pass this course should be able to:

1. annotate and apply evidence of professional teaching practice, to identify strengths and areas in need of professional development
2. critically reflect on aspects of their own teaching and their students' learning

3. provide constructive critical feedback on teaching portfolios for colleagues both within and across disciplines
4. prepare document- and narrative-based teaching portfolios for a number of purposes, including personal and professional development, promotion, application to Accreditation bodies and Teaching Excellence Awards.

## HELT 502 and the Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching

Below is the current Graduate Profile for the Postgraduate Certificate in Higher Education Learning and Teaching with the HELT 502 Course Learning Objectives mapped to appropriate attributes

<b>Graduate attributes for the Postgraduate Certificate in Higher Education Learning and Teaching</b>	<b>HELT 502 CLOs</b>
1. Ability to critically evaluate professional teaching practice;	CLO 1,2,3
2. Effective employment of research-based approaches to enhance decision-making in teaching;	CLO 1, 2, 3,4
3. Effectiveness in promoting and assessing student learning;	CLO 1, 2, 4
4. Ability to design/redesign courses to better promote learning;	CLO 1, 2, 4
5. Skills in critically evaluating relevant research literature, major education theories, in relation to their own teaching practice;	CLO 1,2,4
6. Advanced skills in adapting new techniques, methods, and research findings, to one's own academic discipline, teaching context, and students' needs;	CLO 2, 3
7. Skills in articulating their own teaching philosophy to students and colleagues, and in providing effective feedback on the learning and teaching of colleagues and peers;	CLO 3, 4
8. Developing skill in leading academic quality enhancement within their context(s);	CLO 3, 4
9. Understanding of the relevant characteristics of learners, dimensions of learner diversity, and effective teaching methods for diverse student populations in NZ higher education.	CLO 1, 2, 4

<b>Graduate attributes for the Postgraduate Diploma in Higher Education Learning and Teaching</b>	<b>HELT 502 CLOs</b>
1. Advanced skills in articulating, challenging and developing personal theories of teaching and learning in relation to diverse educational literature and theory;	CLO 1, 2, 3, 4
2. Enhanced skill in designing and carrying out ethical and informative educational research;	
3. Advanced skills in developing ethical research questions of relevance to their teaching and the field of higher education, and to adopt appropriate research methodologies;	
4. Professional skills in communicating their research findings to other academics in appropriate oral and written presentations;	
5. Developing skills in supporting collegial practice, and teaching and learning development using research-informed practices;	CLO 1, 2, 3, 4
6. Specific knowledge and understanding of relevant research design guidelines and research methods required to carry out publishable research on learning and teaching in one's own academic discipline;	

## Teaching format

Learning materials for this course are delivered in four complementary ways: through (i) whole-group seminar meetings; (ii) at least two individual and/or small team appointments with teaching staff; (iii) assigned readings from the required, provided, and suggested texts; and, (iv) resources provided through the (Blackboard) course website. Active participation in the whole-group seminar meetings is essential and expected. Each method is necessary and important and participants must use each resource fully to achieve the course objectives.

## Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. submit all required assessment components
2. attend the seminar sessions on 19 November and 3 December.

## Workload

This is a 30-point Master's-level course. As each point is the equivalent of approximately 10 hours of student work, you can expect to spend around 300 hours on the course including our class time (2 six-hour full days and 2 three-hour sessions). Time spent on the course outside of class meeting times will include activities such as the following: reading the required and suggested texts; preparing your reflective accounts; researching, drafting and revising your portfolio; engaging in peer feedback and reflection; making posts on the Blackboard website and responding to others' postings; and meeting with the course coordinator or other teaching staff. (See the assessment information for the estimated time required to complete each assessment task.)

## Assessment

There are three assessment items for the course. Details of the requirements are provided in the final section of this course outline.

	Assessment items and workload per item	Time required*	Word length	%	CLO(s)	Due date
1	Annotated evidence	30 hrs	1000	20%	1, 2, 4	19 December
2	Peer feedback on evidence	30 hrs	1500	20%	3	23 January
3	Teaching portfolio	100 hrs	8000	60%	1, 2, 4	20 February

\* Please note: the hours required for each assignment are notional, based on the reading, preparation, drafting and feedback time on average. The time required allows you to plan when you should begin your assignment, rather than acting as a fixed time.

## Submission and return of work

Assessment items should be emailed by the due date to the course coordinator at [liz.jones@vuw.ac.nz](mailto:liz.jones@vuw.ac.nz). Work will be marked promptly and returned to you within 3 weeks of submission.

## Extensions and penalties

### Extensions

In exceptional personal circumstances, an extension beyond the due date of an assignment may be granted. Please contact the course coordinator **before** the due date to request an extension.

## Penalties

Work which is more than five days late, without an approved extension, will incur a 5% penalty.

## Recommended reading

Readings for each session of the course will be advised on the Course Blackboard site. Links will be provided for journal articles and other readings will be available under Course Resources.

## Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:
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## Student feedback

No significant changes to this course have been made as the feedback from the last cohort indicated that students found the content and structure of the course supported their learning.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php).

## Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: [www.victoria.ac.nz/students/study/exams/integrity-plagiarism](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

# ASSESSMENT AND MARKING CRITERIA

There are three assessments in HELT 502.

## Assignment 1: Annotated evidence

### Purpose:

An essential part of the process of portfolio compilation is the annotation of evidence. This is often something that is unfamiliar to students. Therefore this assignment is designed to provide you with an opportunity to practise and receive detailed feedback on effective annotation.

### Process:

1. Decide on the purpose of the portfolio that you will compile for Assessment 3.
2. Identify the goals or criteria that you intend the portfolio to address.
3. Select an artefact you would like to include as evidence in your portfolio. This might be a set of teaching notes/slides, a piece of student work, teaching evaluation forms, video footage – anything which you might use as evidence of the goals or criteria that you have selected for your portfolio.

### Submission:

Present your selected artefact along with the following written commentary.

1. Explain briefly what the artefact is and the context in which it was generated.
2. State clearly and briefly the purpose of your portfolio and the goal/s or criterion/ criteria this artefact supports.
3. Making reference to specific points in the artefact, identify and explain *how* this evidence supports one or more of the goals/ criteria of your teaching portfolio. In doing so, explain how the practice represented in the artefact:
  - supports your teaching philosophy,
  - is supported by the relevant theoretical and/or research literature.

(500 words)

4. Write a short reflection on what you have learned about effective practice based on this evidence. What do you feel you could improve (and what might you do to improve)? What do you feel you do well, based on the evidence you have annotated?

(500 words)

**Due:** 19 December 2014

**Weighting:** 20%

**Total word length (excluding reference list and artefact):** 1000 words

**Criteria against which your assessment will be marked:** See rubric on Blackboard

## Assignment 2: Peer feedback on evidence

### Purpose:

The portfolio process is enhanced if it is undertaken with collegial support. Insightful and informed questioning, paraphrasing and summarizing from a sympathetic colleague can support your ability to reflect on your practice. In addition, honing these skills when supporting a colleague can be beneficial for your ability to act as a mentor to colleagues in their professional development. Moreover, in questioning and supporting others, you often gain insight into your own practice. This assessment is designed to enable you to practise and receive critical friendship support with your portfolio development.

### Process:

You will be paired with another member of the class to engage in a critical conversation/ discussion of a piece of evidence that this colleague may include in his/her portfolio. The process, undertaken over several weeks, consists of the following steps:

**1) Plan timeline**

Meet briefly with your partner (or communicate via phone or email) to establish a timeline for your discussions. Allocate approximately an hour to talk about your partner's proposed evidence.

**2) Sharing of evidence**

Prior to the meeting your colleague will send you the evidence that they wish to discuss, along with the purpose and goals/criteria that they expect the evidence to support. (the purpose and goals/criteria should have been approved by the course coordinator before the discussion occurs). Your colleague will also give you an indication of the issues they would like to discuss in relation to the evidence.

**3) Critical friend meeting**

Meet at the agreed time to discuss the evidence that your partner has selected. Your role in this discussion is to clarify the way in which your colleague wants the discussion to help them, and to ask probing questions that help them to make decisions in relation to the evidence and how it might be used in their teaching portfolio. This may include, for example, the suitability and quality of the evidence, key points for inclusion in the annotation, relationship of the evidence to teaching philosophy.

**4) Critical friend report**

After the discussion, write a 1-2 page report for your partner, paying particular attention to the issues/questions that guided the discussion. This is a private report that will be seen only by your partner and the HELT lecturers. This report should provide a good summary of the discussion of the meeting, capturing key ideas that will support your colleague's selection and or annotation of evidence. Email the report to your colleague within a week of the meeting, asking them to confirm that it is an accurate and comprehensive record of your discussion. Make any changes to the report that you and your colleague agree after this exchange and send the revised version back.

**5) Reflection on process**

Consider the process from both your perspective as a critical friend, giving support and feedback to your colleague about their evidence, and from your experience of receiving support from your critical friend. You should take notes of your reflection after each of the meetings to help you to write up your reflection for submission (see below).

**Submission: There are three parts to the final submission.**

**1) The final report that you wrote for a colleague** (approximately 500 words)

**2) Reflection on your role as a critical friend**

Write a reflective statement about the experience of acting as a critical friend. Include your reflection on the following:

- Aspects of the role you felt you carried out well,
- Skills and understanding related to the role that you would like to develop further to act as a critical friend, and how you might address them,
- Insights you gained into your own practice that occurred during the process,
- Anything else about the experience that you consider important.

(500 words)

**3) Reflection on your experience of receiving critical friend support**

Write a reflective statement about your experience of receiving critical friend support from a colleague. Include your reflection on the following:

- Benefits you experienced from having a colleague support you to select and annotate evidence,
- Challenges there were for you in this process,
- Anything else about the experience that you consider important.

(500 words)

**Due:** 23 January, 2015

**Weighting:** 20%

**Total word count (excluding reference list):** 1500 words

**Criteria against which your assessment will be marked:** See rubric on Blackboard

## **Assignment 3: Final Teaching Portfolio**

### **Purpose:**

This assessment is designed to enable you to bring together your learning and experience on this course. It provides you with the opportunity to create a complete portfolio for a specified, personally relevant purpose.

### **Process: (you may choose to meet with your lecturer and /or your critical friend at any point in the following process)**

1. Identify a purpose for your portfolio and the specific criteria or goals that your portfolio will address. These may be the same as those you decided before you undertook Assessment 1 or you may have revised or changed them (you need to have them approved before you begin Assessment 2).
2. Send an email to the course coordinator as soon as you have decided on this so that she can approve these.
3. Collect a range of evidence that you consider will demonstrate your achievement of the goals/criteria for your portfolio.
4. Select from that evidence a number of pieces, (between 5 & 8 pieces, 20 A4 pages maximum) that you consider the most suitable to the goals/criteria and purpose of your portfolio.
5. Annotate the evidence.
6. Assemble the evidence and annotation coherently.

### **Submission:**

The presentation of this assignment is negotiable. You might choose to present a paper-based portfolio, multimedia portfolio, or an online portfolio. Please ensure you let the course coordinator know which approach you would like to adopt in advance, and ensure that whatever approach you adopt addresses the criteria listed.

The following must be included:

- A statement of the purpose and the goals/criteria of your portfolio
- Your teaching philosophy statement
- A statement of the context in which evidence in your portfolio was generated (e.g., your role, your responsibilities, programme and courses you teach, your students)
- Between 5 & 8 pieces of evidence (no more than 20 A4 pages in total) with annotation that explains what the evidence is and how it supports the goals/criteria of your portfolio and your teaching philosophy
- A concluding statement that reflects on your portfolio as a whole and how the process of developing the portfolio has impacted on your professional development.

**Due date:** 20 February, 2015

**Weighting:** 60%

**Total word count (excluding evidence and reference list):** 8000 words (maximum)

**Criteria against which your assessment will be marked:** See rubric on Blackboard.