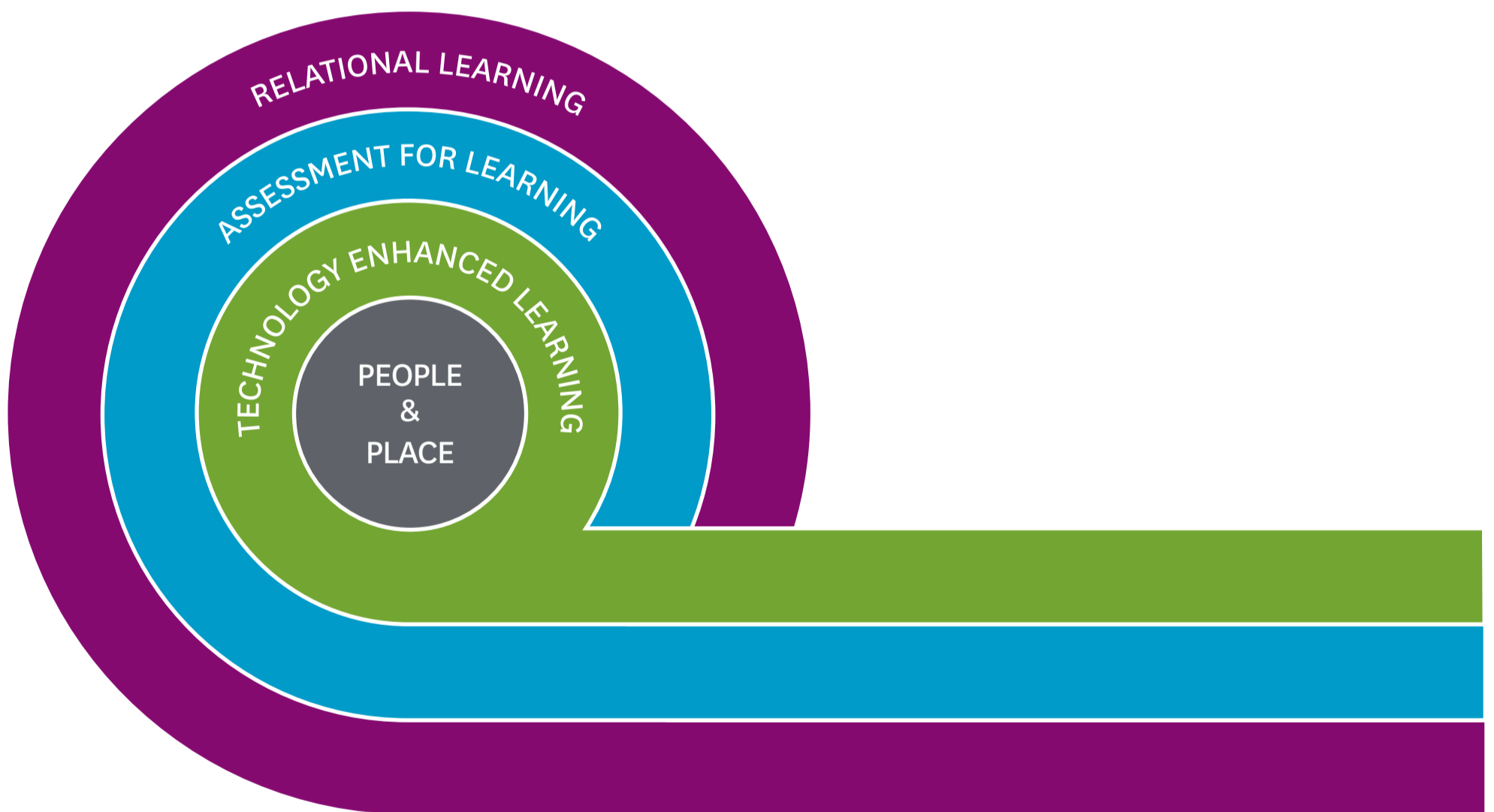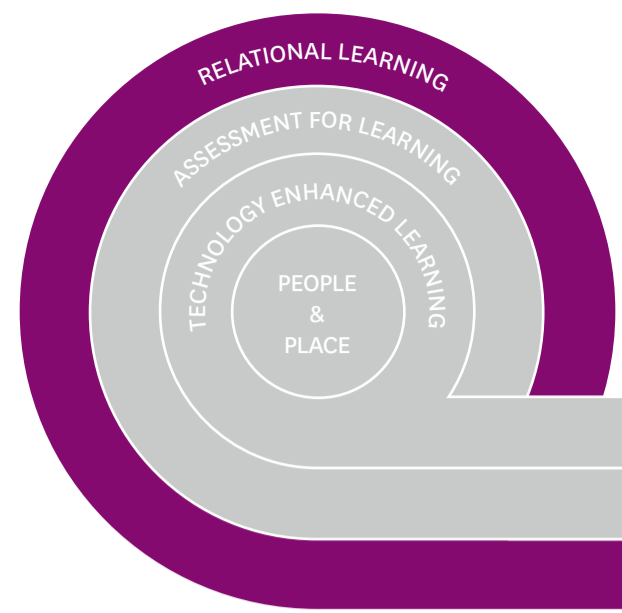# Signature Pedagogical Practice

A suite of pedagogical practices and experiences
that reflect the aspirations expressed in
Taumata Teitei, compliment the hallmark elements of CFT,
and support the Graduate Profile.

RELATIONAL LEARNING

ASSESSMENT FOR LEARNING

TECHNOLOGY ENHANCED LEARNING

PEOPLE
&
PLACE

Relational learning

What is relational learning?

- Relational learning focuses attention on the relationship between all participants in the learning experience at all levels and in all modes of teaching and learning.

- Core features include opportunities for learners and teachers to enter a dialogue about the learning experience, and practices that emphasise interactivity, interaction, connection and care.

- Relational learning can be experienced through both in person and online modes of delivery or through an effective blend of both.

- Relational learning aligns with values of manaakitanga, whanaungatanga and kaitiakitanga prevalent in Taumata Teitei. Pacific values also emphasise relational learning.

Relational learning in practice

**A range of features can support relationship rich learning:**

- Creating a cohort feel at a whole of programme or year level.

- Considered learning environments that allow students to be actively engaged in their learning, and to bring their cultures and their 'whole self' to the programme, building on their individual strengths.

- Collaborative practices that maximise students' opportunities to engage with and learn from their peers.

- Establishing links with community and work contexts.

- Relevant learning experiences that engage with real-life issues that impact on learners.

- Quality blended learning designs that embrace connectivity and participation

Possible changes

Model of delivery:

- Ensure that when students come on campus it is for high value, high impact learning.

- Take account of where size might work against relational learning, or where students experience the balance of their time.

- Create a significant experience for students to feel part of a cohort

- **Timetabling:** Consideration of timetable to optimise relational learning.

- **Reduced delivery of instructional content:** In particular larger lectures. Instead use enriched asynchronous material and activities.

- **Technology:** Strengthen the use of technology to explore and engage with new and emerging relational practice, rather than transactional practices.

- **Teaching spaces:** Project or anticipate the need for different kinds of spaces to facilitate greater relationality.

Assessment for learning
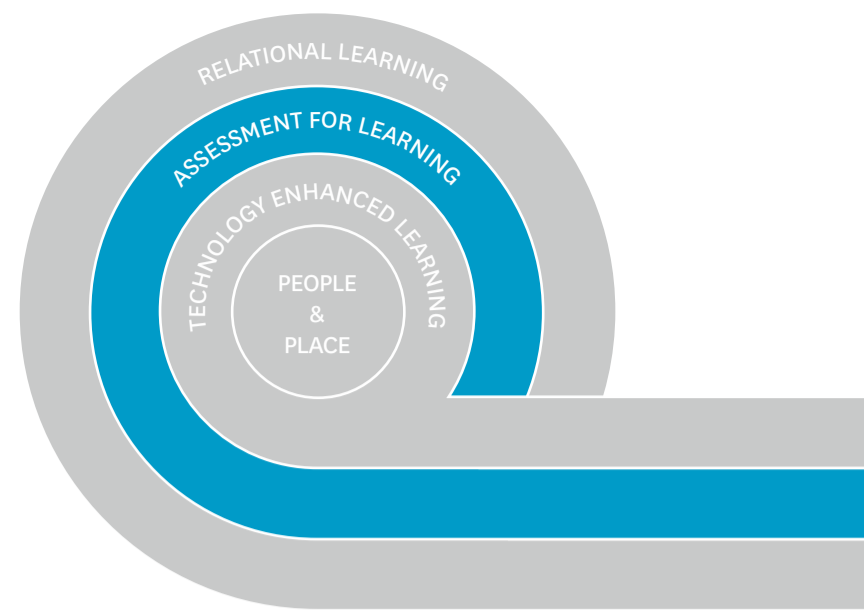
What is assessment for learning?

Assessment for learning is a broad concept that recasts assessment as learning rather than end-point testing.

It advocates a learning environment which:

- encourages authenticity
- mitigates against the negative effects of summative assessment as the main driver for learning and teaching
- promotes formative assessment
- enables students to build confidence and capabilities
- promotes both formal and informal effective feedback on learning
- develops students' autonomy as learners, and professionals

The value of assessment comes from the confidence students gain in their ability to apply what they have learnt to complex, ill-defined situations, to be increasingly self-regulated, and to make good judgements about their own work.

Assessment ensures students are able to make judgements about what constitutes good work

Assessment remains sustainable by taking a view of what is to be learned, and how this knowledge/learning/experience feeds into future learning and practice.

Assessment encourages self-regulation, fostering the ability to reflect, to gauge one's own performance, to see one's own learning in the context in which it is deployed.

Assessment positions students as active learners, engaging students in the process of seeing themselves as people who will contribute to practice.

Assessment for learning in practice

- **Assessment through mixed format:** Representing an outcome of a task in a format used in real practice settings (e.g. oral reports, presentations to community groups, products for a client, film pitches or reports to managers, rehearsing arguments before a 'judge').

- **Journalling:** Have students record their learning and observations across a wide range of activities in learning portfolios or journals. Journals could be analogue (free-flowing prose, use of templates) or digital (e-portfolio or blog).

- **Case studies:** Give students cases to study two weeks before an examination and test the integration of knowledge across different areas, in various forms (short answer or multiple choice). This requires knowledge of application which cannot be found in the cases or set texts alone.

- **Peer review:** Have students calibrate judgements against peers in the context of agreed standards.

Possible changes

- **Reducing the overall volume of assessment** to create space for greater authenticity of task, and ensure workload is sustainable for staff and students.

- **Engaging in assessment design** to ensure a focus on learning for the longer term.

- **Development of clear and consistent guidelines** and expectations around stage I learning in all programme types.

- **Creating opportunities to learn through formative assessment** including peer feedback.

- **Creating opportunities for collaboration** where assessment is largely individual.

- **Rethinking the assessment** where controlled conditions are required.

Technology enhanced learning
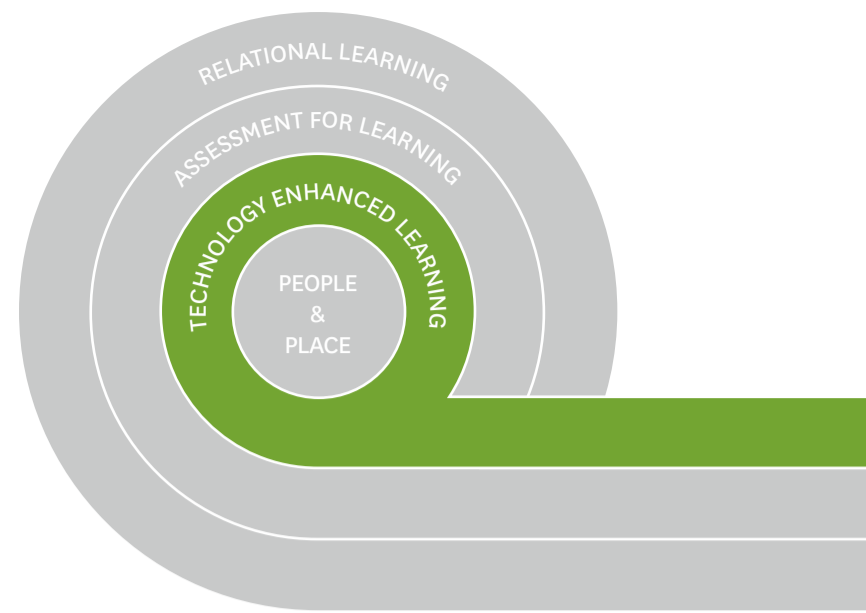
What is Technology enhanced learning?

Technology Enhanced Learning (TEL) is an umbrella term and for all types of teaching and learning delivery, including blended, flexible, multimodal, online and face-to-face learning.

All physical campuses, digital, community or industry environments can and should become valid locations for learning and teaching.

Blended learning

Blended learning design involves thoughtful, online learning experiences combined with in person learning experiences.

It describes students' engagement with learning that takes place partly in a digital environment (either onsite or remotely), through Canvas, and partly face-to-face, which in this case refers both on our campuses and in the communities in which students (and staff) live and work.

It affords maximum flexibility in learning design, and in the delivery of learning and teaching, with the blend of online learning and face-to-face learning, enhancing each other.

Technology enhanced learning in practice

The University already works in a blended mode to some degree, in part because of the Covid-19 pandemic. As we move forward, we want to lift the standard or provision and strengthen the learning experience by working on the following:

- **Reduction in 'plenary-style' lectures:** For example, reconceptualising the lecture as a series of short video segments available online, with increased timetabled opportunities for more interactive learning

- **Use of online collaborative platforms:** Use Miro, Trello or Padlet to support in person, on-campus team or project-based learning.

- **Use of social reading tools:** Supporting greater student engagement with course readings through the use of collaborative, social reading tools such as Perusall.

- **Producing creative and high-quality digital presentations:** Using tools like Panopto assignment submissions or Adobe's Creative Cloud tools.

Possible changes

- **Individual Canvas Courses** must adhere to a minimum set of baseline standards

- **A more deliberate curated blend of experiences** that involve decisions about what technology to use, and how to integrate that technology with established models of learning and pedagogical practice, that maximise the learning potential.

- **Model practices through digital resources** that replicate scholarly, or workplace practices associated with a profession or vocation.

- **Create interactive, online activities** using H5P to support formative learning, particularly when the learning activities focus on threshold concepts or core content that students traditionally struggle to master.

- **Introduce peer-to-peer engagement** to extend learning opportunities beyond the scheduled lecture and tutorial times through online, asynchronous discussions via Canvas Discussion or Piazza.

- **Integration of specialist web applications**, like AcaWriter [University of Sydney] to support formative feedback.