SIGNPOSTS

A professional development resource for new teaching staff in the tertiary sector

LANGUAGE OF ASSESSMENT

PLANNING TO TEACH

DELIVERING THE GOODS

ENGAGING YOUR STUDENTS

LITERACY INTEGRATION

CLASSROOM MANAGEMENT

REFLECTING ON TEACHING

LITER...

PLANNING TO TEACH

BEING PROFESSIONAL

2ND EDITION 2010

Welcome to Tertiary Teaching!

Who is this resource for?

The main purpose of this guide is to support you as a new tertiary teacher at the start of your new role. For this reason we use the generic term "teachers" throughout *Signposts* although in your own institution your role may be known as lecturer, facilitator or tutor.

We know you are a specialist in your field, but you may not have much experience in teaching your subject. So, this guide has a variety of learning and teaching strategies, practices and processes to help you pass your expert knowledge on to your students.

How can you use this resource?

We have sectioned this guide into a series of one-page *'Signposts'*. We have deliberately placed you in charge of the 'steering', so you can choose the topics you need to know more about, when you need to know it. Because you are in charge, you also need to determine how much more you need to read about a topic to really come to grips with it.

Each *Signpost* will explain key ideas of teaching and learning in simple, straightforward ways. However, please be aware that they are designed to be starters only and are not intended to take the place of a comprehensive adult teaching and learning course or qualification.

Why was *Signposts* created?

Signposts was created with our beliefs about adult learning and teaching at the heart.

Student learning always needs to be the focus of your work. Frequently, new teachers will teach the way they were taught. Sometimes that's a good thing, but sometimes it may not be.

Because the world is changing so rapidly, people need to be able to learn constantly. We believe teachers should help students 'learn how to learn' and to enjoy learning.

*"It is **you** that makes the difference"*

We have identified websites that support some of the *Signposts* topics and noted them on each page for your convenience. For general good practice in tertiary teaching see:
 Faculty Development: Honolulu Community College -
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/index.htm

Acknowledgements

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Why plan?

A well structured lesson increases students' motivation and interest.

Planning your lesson ensures the content will be in tune with the required learning of the course.

Planning also helps to filter your content and prompts you to discard what isn't relevant.

Hint: You may want to use a suitable template for all your lesson planning.

How to plan

Establish the learning outcomes (LOs)

LOs are what you want your students to know or be able to do by the end of the lesson.

Decide on the content

Ensure the content will enable the LO's to be achieved. Also, make sure that the content for this lesson fits with what you taught yesterday and what you will teach tomorrow.

Decide how you will deliver the content

Ensure the content is student focused and that there are a range of learning activities that will suit your students and their learning styles.

Decide on the order in which you will teach the content

Make sure you have an interesting introduction, a logical and well-sequenced main body which includes the key messages, and some way of summarising or drawing the lesson to a conclusion (Students remember what they heard first and last!).

1. Introduction

Needs to be interesting, attention grabbing, fun e.g. use a quote, photos, video clip, ice-breaker etc.

2. Main body

Covers key points and concepts and includes student-centred learning activities like case studies, role play, debates, group discussion, etc.

(See Signposts #3 and #5 for more ideas on student-centred activities).

3. Conclusion

Summarises the key points covered within the lesson and sets students up for subsequent lessons. Also may include self study guidelines and additional readings. You could use mind-mapping or brainstorm to summarise the lesson.

Decide on resources

Decide what learning resources you need to prepare for your session, both to support your teaching and to give to your students to support their learning.

(See Signpost #5 for ideas on use of technologies and resources)

Think about timing

Break your lesson into manageable learning chunks and estimate how much time to allocate to each.

Evaluate

Decide how you will know that your students have achieved the learning outcomes. What activities or questions can you ask your students or get them to complete which will enable you to identify that they have understood the content of the lesson?

Review

What will you get your students to do before the next lesson? What resources can you provide for those students who need additional support? What extension activities can you prepare for those students who want to deepen their learning?

Teaching your students for the first time

Introductions/ Mihimihi

- Develop your credibility with a short introduction about your background and experience related to the subject you are teaching.

- Find out the backgrounds of your students – this is important as it gives you some of the students' 'anchors' to which you can attach the content. Māori students will perhaps give you a little about their mountain and other geographic icons that they relate to and about the Iwi and Whanau with which they have connections.

Ice breaker

- At this stage you may have been doing a fair amount of talking and listening and it's good to have an activity to get the students talking to each other.

Orientation

- Outline the programme you will be teaching. A good idea is to hand out a timetable with your course broken down into topics and sessions.

- Talk about your expectations and what you will require in terms of student involvement and assessment. You should also have this in a printed format, but this is a good point to field any questions.

- Find out what your students are expecting from you. This can give you some insight into 'where the students are at' and find out what type of learners they are.

Teaching

- It's a good idea during the first session to give the students a task to do. This may be done as individuals but could be less threatening if done in pairs or small groups. Depending on the group, its level and maturity, getting them to do some home study for the next class is a good move.

End of Session

- Reflect with your students on how today's session has gone

- Acknowledge the class e.g. "Thanks for your participation today. I have enjoyed meeting you and look forward to working with you over the next semester."

The next sessions

At the start

- Go over what you did in the last session.

- Ask questions to help students link the last session to today's session.

Beginning your teaching session

- Outline what you are going to cover in the session and what activities have been planned – diagrams can be helpful.

- Make sure that the students know what they will have achieved by the end of the session.

- Start the teaching session with something interesting that will get your students' attention like a quote, video, podcast, photo, cartoon, statement, etc.

During the session

- Do your teaching in "chunks".

- Develop a way in which you and the students can link the chunks into a whole. Don't be afraid to repeat things – highlight them on the board.

- Add variety to your delivery. Get students involved in the teaching and use group feedback to drive your session *(See Signpost #5 for more delivery ideas).*

- Good teaching includes repetition – tell them what they are going to do, get them to do it, tell them what they have just done!

Concluding the session

- 'Formally' conclude the session so that students know they have finished. One way of doing this is to ask students questions about the main points in order to build a quick summary of the session.

- Ensure the students know what will be happening next session and what your expectations are for home study and their reflection.

- It can be useful to build in time at the end of the session for questions, catch-up and chat.

End of session

- Acknowledge the class.

- Don't rush out of the room. There may be some students who have questions or comments they want to make. This is why you finish teaching before the end of the allotted time.

Teaching Materials: Berkley University of California - http://teaching.berkeley.edu/teaching.html

Your students are all different

Start by evaluating your students' abilities and learning styles, and find out about them as people. What factors influence their lives and what are their reasons for being in your class or doing this course? This shows you respect your students and that they matter!

Every student is 'special'

Evaluation of your students means that you know 'where they are coming from'. Now you can tailor learning experiences to meet the needs of your students. Use a variety of teaching and learning activities to cater for different learning styles *(See Signpost #8 for more information on learning styles).*

The personal touch

As you teach your class, make sure you continually scan the entire room and move about the room rather than stand in one place. Quickly learn your students' names and use them. This will help to create engagement with each student.

Build on prior experience

Draw upon students' own experiences and knowledge as a source of information. Students have a wealth of experience behind them and will appreciate building on what they already know.

Get students 'doing'

Use a variety of student-centred activities that promote your students being actively involved, e.g. simulations, discussions, debates, role plays. Being actively involved will help to keep both motivation and interest high.

Authenticity

Construct your activities around authentic problems i.e. problems the students are likely to face when doing the job out in the field.

Pose a problem

Provide enough facts to get the students pondering, questioning, hypothesising and then generating possible solutions to the problem. You could use a case study or scenario as the basis for an authentic problem solving exercise.

Use technologies

Use a variety of learning technologies in your teaching including computers, Internet resources, podcasts, music, etc. Many students are arriving in tertiary learning settings with numerous technology skills and enjoy a variety of delivery.

Keep it real

Ensure your students are involved in real-life activities – doing the things they will be expected to do out in the workplace. This will provide your students with valuable practice time and reinforce the relevance of the learning.

Provide a challenge

Challenge your students. Activities and assessments that stretch your students will help to keep them motivated. Challenge can also provide an element of entertainment value and stimulate learning.

Make learning fun

Games and puzzles related to the content can provide some light relief while helping your students to learn along the way. Even better, get the students to invent the game!

Mix it up

Keep things evolving and changing within your sessions. Plan for individual, pair and group activities. This will help to cater for different learning preferences and provide the opportunity for students to learn from each other.

Greater engagement = deeper learning!

Classroom management strategies

Classroom management is a set of behaviours and activities where the teacher organises and maintains classroom conditions that bring about effective and efficient teaching and learning.

Classroom environment

Effective teachers build classroom relationships. They enhance debate and exchanges, create thinking and reflection and encourage respectful interaction. A safe classroom environment increases students' social and personal growth and enhances life-long learning.

The teacher's voice

There is a huge amount of research written about "the teacher's voice". In good teaching environments all voices are heard. Let the students talk - a major aspect of any learning is being able to discuss what you have been learning and hear from others in your peer group.

Plan 'A' and Plan 'B'

Be aware that what you plan may not "go to plan". Imagine turning up with a 20 minute video to start things off and the technology fails to work! To keep the session on track, always have something alternative that you can slip into place.

Balance theory and practice

Make sure that your theory and practical applications are in balance. Even when you are teaching a "theory class" you should insert some practical group activities - you and your students will enjoy the session more.

Break time

Most people have a concentration span of between 12 and 20 minutes. Being aware of this will ensure you include short activities or set breaks to maximise concentration.

Student workload

A very high student workload interferes with learning and especially the quality of learning. You need to consider how to break up complex information/reading material and ensure that you set tasks that can be achieved in the timeframe you have.

Conflict

Conflict is a normal part of human interaction.

To help avoid conflict arising in your classroom you could consider using strategies such as class contracts and agreements where the class agrees on behaviours and expectations.

If conflict does arise, never confront a student in class. Issues are better dealt with face to face outside of the classroom.

If you spot trouble developing, check with the Counsellor or Course Coordinator for strategies to assist.

Make sure that you understand your institute's policy on student behaviour. It will be in your quality assurance system and possibly in the student handbook.

Students always have the right of appeal if they believe they have been disadvantaged in their learning because of conflict and it is vital that you follow agreed procedure to support yourself, the organisation and students.

Health and safety

Make sure that everybody is aware of the evacuation procedure and assembly place in case of an emergency. And make sure you have a list of students when you leave the room.

Make it your own

These are just a few ideas around classroom management. As your teaching progresses, you will come across more. If any problems arise, don't be afraid to ask for help and make use of the support mechanisms available to you and your students.

University of Minnesota Centre for Teaching and Learning:
http://www1.umn.edu/ohr/teachlearn/tutorials/index.html

Methods of teaching

Teaching need not always follow the same routine. By delivering our classes using different activities and media we are catering for different learning styles and helping to keep things interesting for our students. Below are some examples of different learning activities – why not try something new tomorrow?

Individual activities

- contract learning
- independent learning
- individual practice
- Computer Assisted Instruction/Learning (CAI/CAL)
- project work
- web-quests

Pair/group activities

- discussion groups
- buzz groups
- debate
- games
- problem-based scenarios
- project work
- tutorials
- web-quests

Class activities

- brainstorming
- mind-mapping
- demonstration
- field trip
- guided question and answer
- games
- laboratory
- modelling
- panel of experts
- role play
- seminar
- case study
- simulation
- workshop
- lecture

Learning styles

Keep in mind that most people have one or more preferred styles of learning – visual, auditory, reading/writing, or kinaesthetic. By incorporating a range of learning activities that use a variety of media, you will be catering for different learning styles.

Teaching media and technologies

As well as using different teaching methods we can also use different teaching media and technologies to present material to our students. Here is a list of some media and technologies to get you started:

- audio – cassette or digital (sound files played on a CD player, computer or iPod)
- cartoons
- charts
- computer graphics and projection e.g. PowerPoint and data show
- digital whiteboard
- diagrams
- maps
- photos
- pod-casts
- web-quests
- whiteboard
- video e.g. CD/DVD/YouTube

Choice increases motivation to learn. Freedom to negotiate and select methods of delivery adds to quality learning.

Whatever activity or technique you choose, you need clear goals to lead to meaningful learning.

For more ideas on teaching methods and use of technologies, talk to your teaching colleagues and course/programme coordinator or leader.

Teaching Support Services: University of Guelph - http://www.tss.uoguelph.ca/resources/index.cfm?group=2

What is an assessment?

An assessment is a method of collecting evidence to establish the level of performance of a learner. Assessments can be written, practical, oral, or even a combination of all three.

What makes a good assessment?

A good assessment will measure what it is supposed to, e.g. the content of the unit. This is known as validity.

You will be sure that the submitted assessment is the student's own work. This is known as authenticity.

A good assessment will cover enough of the content to gauge that the learner knows the material. This is known as sufficiency.

If you repeated the assessment at another time and in another place it will still measure what you intended it to measure. This is known as reliability.

The assessment is as close to the conditions of actual performance that the learner will face in their discipline or workplace.

Formative and summative assessment

Formative assessments provide feedback to learners on their progress and don't count towards a final grade. Usually, the learner uses this feedback to improve ongoing performance in the future. Such assessment occurs throughout the period of study and may be used to inform teaching.

Summative assessments are designed to "officially" measure a student's performance and count towards a final grade.

Achievement-based & competency-based assessment

Achievement based assessments are measured against assessment criteria and students can achieve the same things at differing levels of ability and are graded accordingly, e.g. A, B, C, or an equivalent percentage.

Competency-based assessments are also measured against a series of assessment criteria, but no marks are allocated. Instead, the student is awarded a Pass/Complete if they reach the minimum standard, or Incomplete grade. In some programmes a Merit Pass may also be awarded for exceptional work.

What is the National Qualifications Framework (NQF)?

It is a collection of all nationally registered qualifications and unit/achievement standards and describes how they are linked together. Details of these, as well as lots other useful information, can be found on the NZQA website at www.nzqa.govt.nz.

What is a unit standard (US)?

Often just called a 'Unit', it's a collection of learning outcomes (elements) and performance criteria (judgement statements) which allow a student to know what they will learn and what evidence will be needed to show that they've learnt it.

A collection of units can be grouped together to contribute to a nationally recognised qualification, e.g. a National Certificate or a National Diploma.

Is every US at the same level?

There are actually 10 levels associated with qualifications and the level of each US is set nationally. Level 1 is the least complex and considered entry level, with Level 10 the most complex.

Does each US take the same time to complete?

Each unit has a credit value assigned to it and this value represents the estimated time to complete the unit. Generally 1 credit takes 10 hours of study. Each qualification requires a minimum number of credits to be completed.

What is moderation of assessment?

This is a process that ensures assessments and grades are fair, valid and consistent.

Moderation can be carried out by a colleague or by someone outside your organisation. Your organisation will have a process for carrying out moderation and will document evidence that it has taken place.

Ako Aotearoa – The National Centre for Tertiary Teaching Excellence: http://akoaotearoa.ac.nz/

What is reflection?

Reflection is the act of going over an experience and purposefully thinking about it, mulling it over and evaluating it.

Who needs to reflect?

All teachers who are interested in professional development and improving their teaching should use reflection.

Why use reflection?

Reflection is a useful tool for ensuring that what you are doing in the classroom is effective.

When should reflection occur?

At the end of any teaching session or module. You may also reflect mid-teaching if you see something is going well or not so well!

How do you reflect?

You can reflect either individually or with peers you trust and respect. One way to start your reflective process is to keep a notebook / logbook that you can keep dated comments in. You can also write reflective comments directly onto your lesson plan to prompt you later. It is necessary to commit your thoughts to writing as this is what you will come back to, to see if there has been a change.

The most simple questions to answer to prompt reflection are:

- What went well?
- What could I improve?
- What will I try next time?

Listed below are a series of further questions that you could ask yourself after your class / session:

- What I discovered was …
- What puzzled me was …
- What I accomplished was …
- What I enjoyed most was …
- What I learned from the student discussions was …
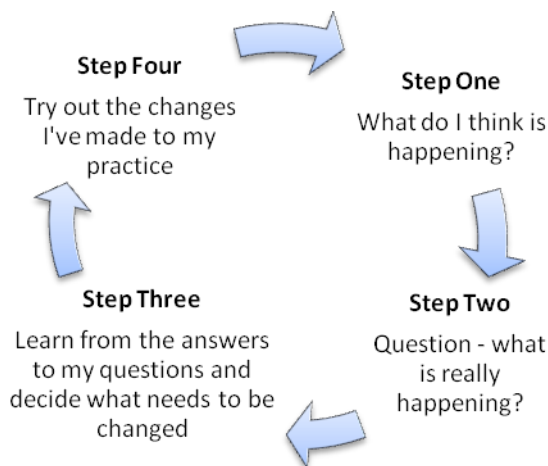- What irritated me was …

Note that you do not have to ask all the questions all the time and you can add your own.

Observations of students

Throughout your session keep your antennae up – check student body language, facial expressions and level of engagement.

So, all this can be broken down into four steps:

4 Steps To Reflection

Step Four Try out the changes I've made to my practice

Step One What do I think is happening?

Step Two Question - what is really happening?

Step Three Learn from the answers to my questions and decide what needs to be changed

This process of reflection will ensure your continuous growth as an adult educator.

Listening to your students

A really useful way of reflecting on your teaching practice is to collect feedback from your students.

Institutions usually seek formal feedback from students via an "official" student evaluation of teaching. However, this usually happens at the end of a course. You can encourage students' to comment on your teaching throughout the course. This could be done informally, or there are a variety of tools available to help, e.g. Focus group, Critical Incident Questionnaire. This rapid feedback can be used to improve aspects of your teaching in the very next lesson.

Remember: The main idea behind reflection is simply questioning what you are doing and making changes to improve.

#8 KNOWING ABOUT AND RESPONDING TO DIFFERENCE

Your students are all different!

Your students will have different learning needs - some will be young school-leavers, others will be more mature learners and they may have different learning styles, cultural and religious backgrounds and language abilities. Others may have special needs or disabilities that need to be accommodated in the learning environment.

What does this mean for teachers?

As a facilitator of learning, it is your responsibility to not only be aware of differences amongst students, but also to incorporate activities that allow all students to share their views and experiences with dignity and respect in a safe and nurturing environment. Such an environment will enhance the students' learning experiences, instil confidence and pride and will allow diversity to be shared and celebrated. Be aware that inappropriate behaviour by either teachers or students may jeopardise this environment.

How can you increase your awareness of student differences?

- Ask advice of your more experienced colleagues.
- Ask students what their expectations, opinions, feelings and experiences are.
- Obtain advice or guidelines regarding different groups of International students from your institution's International office.
- Seek advice from your institution's Māori and Pasifika advisors.
- Liaise with your student support office to obtain and discuss policy and practice regarding students with special needs.
- Talk to student study skills staff about student learning styles, learning difficulties and coping strategies.
- Talk to your professional development staff – they may be able to address tutor anxieties regarding student diversity.
- Access and read appropriate resources from your library or on the Internet.

Your students will have different learning preferences

- Use visual aids, like photos and DVD films, to appeal to visual and read/write learners.
- Auditory learners will thrive in class discussions.
- Kinaesthetic learners prefer doing things e.g. role-playing and tactile activities e.g. building a model
- Technology centred learners like using mobile phones, iPods and the internet.

Your students will be different ages

- Treat all students as individuals in an adult learning environment, in charge of their own learning.
- A variety of student-centred activities will maintain the attention and interest of all students *(See Signposts #3 and #5 for some student-centred activity ideas)*.
- Draw on the different experiences of all students.

Some of your students may not have English as their first language

- Use literal and unambiguous language and explain any New Zealand slang.
- Encourage everyone in class to use students' preferred first names.
- Learn to pronounce everyone's name correctly.
- Speak clearly and provide clear notes and instructions.
- Provide students with a glossary of new or technical terms.
- Check with students that the meaning of words is clear.
- Provide opportunity for students to practise the use of new words.

Many of your students come from different cultural backgrounds

- Acknowledge the special bi-cultural relationship between Māori and Pakeha.
- Use common Māori words where appropriate, e.g. aroha for acceptance or inclusion.
- Be aware of the differences between highly collectivist cultures and highly individualist cultures and use the strengths of each culture when considering your approach to learning activities.
- Use explanations, discussions, questions and answers to cater for cultures with strong oral traditions.
- Respect diverse cultural and religious beliefs and do not portray your own as superior.

Some students may have specific needs

- Check that students have easy access to classrooms and that they are comfortable.
- Ensure that the classroom environment is conducive to learning.
- In some cases you may need to adjust your assessment strategies.
- Some students may need access to more resources or equipment, e.g. extra notes, tutorials, reader-writers.

Institutional Guidelines for Professional Practice

Your institution will have some guidelines and/or a policy outlining what is expected of employees. These may include institutional values, e.g. respect for people (māhorahora), accessibility (ka taea e te tangata) and integrity (mana tangata).

The guidelines and/or a policy will also list the professional responsibilities of employees, e.g. employees should:

- perform all duties in a professional manner and maintain standards of performance
- respect the rights of students, colleagues and the community
- carry out duties in an impartial and honest manner, and avoid conflicts of interest or compromising professional integrity.

What does this mean for teachers?

As a facilitator of learning, it is your responsibility to create learning situations and activities that allow all students to feel comfortable, safe, valued and respected, and where they may share their views and experiences.

Teachers should role model and project credibility and integrity in their professional practice. Students will recognise this if you:

- show enthusiasm for your subject
- show an interest in your students
- quickly learn their preferred names
- are punctual. Better still, be early
- prepare thoroughly for the class
- agree on class rules or create a contract
- clarify expectations
- explain module or course outlines and assessments
- are firm, but flexible within reason
- share personal stories to encourage and motivate students.

How can Adult Learning Principles help?

Adults have unique requirements as learners. Adults like to:

- know why they need to learn something
- direct and control their own learning
- share their wealth of experience and teachers should build on this
- have their learning be relevant in their daily lives
- learn something new if they can use it to solve a problem or perform a task.

The principles of adult learning may be applied in the following ways to ensure suitable learning:

- create a safe environment
- encourage full participation
- facilitate student-centred learning activities
- provide authentic contexts.

The Inviting Teacher

An inviting teacher will use the basics of invitational education in their interactions with students:

- Optimism – people have untapped potential waiting to be discovered.
- Trust – teachers and students are interdependent and need to trust each other.
- Respect – teachers and students should share responsibilities based on mutual respect.
- Care – teachers should show care for students through warmth, empathy, genuine enquiry and positive feedback.
- Intentionality – good teachers choose to be goal-directed with good planning.

Other behaviour

- use humour when it suits the learning/teaching situation, but be careful not to offend anyone
- be sensitive to the needs of students and avoid and discourage sexist, racist or ageist remarks
- be aware of, and act appropriately towards, students of other cultures and religious beliefs, e.g. in some cultures it may be offensive for a teacher to sit on a table
- know where to draw the line socially with students – avoid situations that could compromise your integrity or the reputation of your institution
- think about your body language and gestures used during class – are they appropriate?
- dress suitably – what message does your attire convey to students?
- when it comes to assessments, be clear with instructions and consistent with deadlines, extensions and marking criteria
- reward good student performance with incentives appropriate for your students e.g. comprehensive comments, fun sweet rewards like chocolate fish
- be positive about your institution – project a degree of loyalty.

Plagiarism and Copyright

Adhere to copyright requirements to avoid plagiarism. Encourage students to do the same and explain why this is good practice.

What does 'Embedding Literacy and Numeracy' mean?

When we embed Literacy and Numeracy (LN) it means that we combine teaching literacy and numeracy alongside the teaching of vocational and other skills e.g. developing reading skills at the same time as teaching hospitality skills and knowledge.

What is literacy?

Literacy includes the reading, writing, listening and speaking skills that people use in everyday life and work.

What is numeracy?

Numeracy includes the mathematical and financial knowledge and skills that people need to apply to function in everyday home life, work and community.

Why is LN important?

We use literacy and numeracy skills in all aspects of our everyday lives – at home, work and in the community. The skills of speaking, listening, reading, writing and numeracy are needed for all jobs at all levels.

So what do I need to do?

1. Identify the literacy and numeracy demands

Start by identifying the specific literacy and numeracy demands of your course:

- What language or terminology will the students need to know and understand?
- What specific reading, writing, speaking, listening and numeracy tasks are required and what are the key skills needed to complete them?

2. Include specific literacy and numeracy teaching strategies

Incorporate specific teaching strategies appropriate to each task, to encourage understanding by your students, for example:

Listening tasks

- Preview lectures/talks by providing an overview of the content, the structure of the talk and the key points that will be presented.

Reading tasks

- Identify and explain any difficult vocabulary or new terminology in texts. Use key terminology in activities such as word-matching, inserting missing keyword (cloze) etc before students read a text.

Speaking tasks

- Build in time for students to practice in pairs and small groups before presenting in front of whole class.

Writing tasks

- Summarise the key points to be included and provide a template for your students to fill in.

Numeracy tasks

- Identify the particular numeracy concept and use games and activities that explain and reinforce the concept before using it in context.

3. Have literacy and numeracy support materials available

Ensure literacy and numeracy support materials appropriate for your course are available and your students know how to use them e.g.

- glossaries of key terms related to the subject
- writing templates and scaffolds for practice of key writing tasks
- models of correctly completed writing tasks
- worksheets to enable practice and reinforcement of key reading, spelling, writing and numeracy components of the course
- flash cards, word searches, word-matching, cloze to help learners recognise, read and understand key terminology
- copies of course instructions, notes, handouts
- summaries of, or guides to, key course texts
- summaries of the main points of lectures or talks
- calculators
- conversion charts for place value, percentages, fractions

4. Vary your teaching methods and learning activities

Use a variety of teaching methods including e-learning and blended delivery and activities to address a range of learning styles. Rather than relying on written texts, listening and taking notes, you could include practical activities such as surveys, demonstrations, projects, panel discussions or debates, field trips or multi-media.

Literacy and Numeracy for Adults: http://literacyandnumeracyforadults.com/

GLOSSARY

Assessment

A measurement of how effectively the students have learned; usually measured against stated learning outcomes. In specific contexts it is possible to see that assessment refers to judgments of student performance, while evaluation refers to judgements of programme or organisational effectiveness.

Brainstorm

A free-form process of gathering ideas without rank or analysis.

Case Studies (teaching and learning activity)

Allow students to apply learnt theoretical knowledge and practical problem solving skills to 'real world' scenarios; to work independently through guided research, and to produce solutions which may be applied to a range of broadly-defined problems.

Curriculum

The planned learning opportunities offered to learners by the educational institution *and* the experiences learners encounter when the curriculum is implemented. This includes those activities that educators have devised for learners which are regularly represented in the form of a written document *and* the process whereby teachers make decisions to implement those activities given interaction with context variables such as learners, resources, teachers and the learning environment.

Directed Learning (teaching and learning activity)

Learning directed by the lecturer and employing a variety of learning and teaching activities. This learning may also be supported by the use a learning management system which may include online-discussion forums, online tutorials, and audio and video conferencing.

E-learning

The use of a variety of information and communications technology (ICT) to enhance and/or support learning usually via a learning management system to assist student's access and teaching management of their learning.

Evaluation

The judgement of the merit or worth of something, e.g. courses, programmes, and institutions.

Feedback

Useful communication from a teacher to a student, giving results of past performance, so that future performances will be modified.

Feed forward

Useful forward looking communication for both the teacher and the student that will help them recognise where the gaps are and help them to move forward.

GLOSSARY

Formative Assessment

Frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately. It is always learning-oriented since its purpose is to identify students' strengths and areas for improvements in order to shape their ongoing learning. Its purpose is not to grade, but to help the learner and teacher focus upon the particular learning necessary to achieve mastery. It is a continuous process of adapting teaching according to students' specific needs.

Group activities (teaching and learning activities)

Encourage students to develop skills of working with others in teams. Group work allows students to tackle projects too large for an individual student to accomplish, and to gain experience with large project management.

Learning

Changes in an individual's thinking, behaviour or attitudes that have resulted from experiences.

Learning Outcome

A succinct description of what the student will have learnt at the end of the learning process.

Lecture/teaching session (teaching and learning activity)

Present students with a rich and detailed variety of material relevant to the courses offered. They serve to introduce, motivate and develop theory and knowledge and engage participants in discussions about a wide range of relevant theoretical information.

Lesson Plan

Outline of lesson content and lesson process, student activities and method(s) of assessing learning.

Mind mapping (also known as spidergram)

Unrestrained offering of ideas (practical and impractical) by all members of a group. Used to obtain a wide variety of perspectives, ideas, solutions.

Problem solving (teaching and learning activity)

A strategy for presenting authentic, real world situations, and providing resources and guidance to learners to work through the problem.

Quality Assurance System

The policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced, e.g. programme committees, academic standards committees, or academic boards within institutes

Scaffolding

The provision of support to promote learning when new concepts and skills are being first introduced to students

Self directed learning (teaching and learning activity)

Complements interactive sessions and provides opportunities for students to take on responsibility for their own learning through class, project and assignment work in their own time either individually or with others.

Seminar presentations (teaching and learning activity)

Provide an opportunity for students to prepare material, present it to their peers and or others, and defend their arguments. This gives them practice not only in preparing material but also in presenting it to colleagues, thus increasing their confidence in their ability to present material verbally in a formal setting.

Summative Assessment

Measures what students have learnt at the end of a unit of learning, to promote students, to ensure they have met required standards on the way to earning certification, or to enter certain occupations, or as a method for selecting students for entry into further study. Summative data can be used for formative purposes.

Web Technologies

Enable participants to experience a range of web technology options and apply relevant practices to course work. Web 2.0 technologies are commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design, and collaboration on the World Wide Web

For further details and additional educational terms see the NZQA website: http://nzqa.govt.nz/about/glossary/e/index.html