

Fundamentals of Tertiary Teaching and Learning

Education

Show us you know how to plan and deliver effective tertiary teaching and learning that is learner-centric and creates and maintains a positive and safe learning environment.

Level **5**
Credits **15**
\$199 NZD (GST incl.)

Assessment

You are required to submit evidence of the following:

Establish an inclusive learning environment relevant to the tertiary teaching context.
Apply core concepts to plan and implement a learner-centred learning session in an appropriate tertiary context.
Critically discuss the purpose of effective assessment and feedback for, and of, learning.
Reflect on and evaluate own teaching to identify ways of improving and sustaining practice.

To earn this EduBit, you must submit evidence to the required standard. You may be given the opportunity to resubmit if there are minor gaps in your submission evidence. If your evidence does not meet the requirements, we encourage you to practice your skills and attempt the EduBit at a later date. All work for this EduBit must be your own.

Any references used must be cited appropriately. Please use [APA Reference guidelines](#).

There is a time limit on this EduBit. You must submit your evidence within six months of registration. For example, if you register for this EduBit on 1 June, you must submit your evidence by 1 December of the same year.

Learning Recommendations

[2019 Good Assessment Practice](#)

[Using Biggs' Model of Constructive Alignment in Curriculum Design](#)

[54 Different Examples of Formative Assessment](#)

[10 Innovative Formative Assessment Examples](#)

[Plymouth University: 7 Steps to Embedding Sustainability into Student Learning](#)

[Leveraging Technology to Support Effective Assessment Feedback Practices](#)

[About Authentic Learning](#)

Tasks

Proof of Identity

Please include a scanned copy of photo identification (e.g. passport, drivers licence, work ID card).

Task 1: Observation of Teaching: Evaluative Conversation.

Task 1: Observation of Teaching: Evaluative Conversation, to demonstrate the following competencies:

Establish an inclusive learning environment relevant to the tertiary teaching context.
Apply core concepts to plan and implement a learner-centred learning session in an appropriate tertiary context.
Critically discuss the purpose of effective assessment and feedback for, and of, learning.
Critically reflect on and evaluate own teaching to identify ways of improving and sustaining practice.

1.1. Planning a Learning Session.

You are required to plan a teaching session for a tertiary learning environment (at least 40 minutes in length) that facilitates a group no smaller than five (5) people.

Your plan is to include:

Clearly identified and aligned learning outcomes and learning objectives.
Learning and teaching strategies and activities that align to the learning objectives.
Any use of educational technologies.
Opportunities for feedback on learning.

You are required to write a brief statement to support your lesson plan. The supporting statement is to include:

How and why you have applied the core concepts of experiential learning, cultural competence and assessment and feedback for learning.
How this planning caters for diverse learners and supports you to maintain a learner centred and inclusive learning environment.

1.2. Pre-Observation Reflection.

In this section you are required to undertake a pre-observation meeting with a mentor. In this meeting, you are required to:

Discuss the diverse learning needs of the cohort that you will be teaching.

Critically reflect on teaching practice and identify areas of strength and areas for development in your teaching practice.
Discuss at least one focus area/s for the observation. These should be relevant to the development areas in your teaching practice e.g. teacher-to-learner relationship, learner-to-learner relationships, areas where you can better assess the needs of your learners, etc.
Outline how you intend to apply core concepts of cultural competence, and experiential learning and how you plan to make appropriate use of time, resources and learning activities in order to implement a learner-centred teaching session.

You are then required to critically reflect on this discussion and submit a pre-observation reflection that covers all the discussion points above. This can either be constructed as a reflective essay (600 words each) or part digital story and part written reflection.

1.3. Deliver a Learning Session.

In this section you are required to:

Deliver a planned learning session (at least 40 minutes in length) that is both observed by a mentor and video recorded.
View the video recording and critically reflect on your teaching practice. Work with a mentor to identify aspects of the video that demonstrates application of core concepts including feedback for learning, experiential learning and cultural competence.
Edit the video to approximately 5 minutes in length so that it highlights the key aspects identified.

1.4. Post-Observation Reflection.

In this section you are required to undertake a post-observation discussion with your mentor. In this discussion you are required to:

Critically reflect on how successfully you planned and implemented a learner centred lesson through application of core concepts.
Identify areas for further development.

You are then required to reflect on this discussion in a post observation reflection. This can either be constructed as a reflective essay (600 words each) or part digital story and part written reflection.

1.5. Evaluative Conversation.

In this section you are required to participate in an evaluative conversation with a mentor. You will need to record this conversation and submit it as evidence.

The evaluative conversation must include all of the following:

Evaluation of application of core concepts including experiential learning, cultural competence and assessment with feedback for learning.
Evaluation of teaching practices and how successfully they support learner centred teaching and learning.
Evaluation of successful establishment of an inclusive learning environment.
Evaluation on the different purposes of assessment and purposeful use of assessment and feedback for learning.
Evaluate ways of improving and sustaining teaching practice.

Please note: The [Evaluative Conversation Prompts](#) will support a mentor to elicit all the required evidence.

Please download the [Video Evidence Guidelines](#).