TEACHING AND LEARNING FRAMEWORK

Section	Academic
Contact	Academic Strategy Manager
Last Review	January 2013
Next Review	January 2014
Approval	TLC 2011/63

Purpose

The Teaching and Learning Framework combines the Massey Model of Teaching and Learning with Defining Platforms to guide the continuing development, enhancement and renewal of the qualification portfolio and strategic developments in teaching and learning.

The Massey Model of Teaching and Learning

The Massey Model of Teaching and Learning (Figure 1) identifies our key points of difference in both orientation and operation. Central to the Model is the goal of engendering a strong culture of creativity, innovation and connectedness of our students, our staff, and our curriculum. Defining elements (Applied, Research-Led, Digital, Distance & Life-Long Learning, International and Comprehensive) are those that the University is committed to strengthening via the development and implementation of appropriate strategies underpinned by relevant quality assurance and enhancement processes.

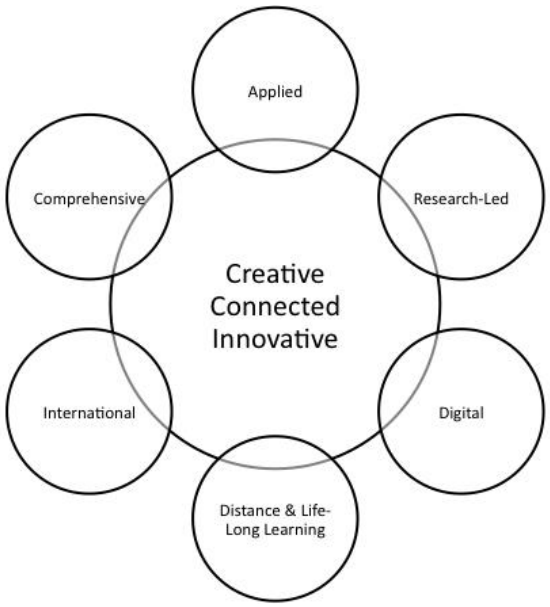

Figure 1: The Massey Model of Teaching & Learning

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Applied

Massey intends to build its reputation for providing applied, real-world, problem-solving learning opportunities so that graduates have an advanced ability to transform ideas into material outcomes. Students learn to communicate and connect knowledge and practice as they engage with curricula informed by research and enriched by applied learning opportunities. Our staff are committed to embedding applied learning within the curriculum so that our students experience higher education of a quality and kind that enhances their confidence, flexibility, employability, and intellectual independence.

To advance this element an Applied Learning at Massey Strategy is being developed that identifies the range of experiential learning opportunities provided for students to apply theory in practice including work integrated learning, service learning, simulations, laboratory experimentation, scenarios, practice-based learning, and to explore and develop relationships between research and teaching. The Applied Learning Strategy will foster best practice in 'learning by doing'[1] and establish effective mechanisms for knowing and sharing what we do.

Research-Led

Research that fosters innovation is our responsibility. Driven by curiosity, our students and staff work together to transform the boundaries of their disciplines and define what their professions should be. By engaging with inherited sources of knowledge and transforming their interpretation in ways that meet the needs of contemporary society and local communities, Massey's people drive change at local, national, and global levels.

To advance this element we will review our understanding of research-led teaching, the teaching research nexus, and academic scholarship, toward defining the academic role in the 21st Century. We will explore and articulate the scholarship of and for teaching, enhance connections between the Teaching & Learning Framework and the Research Strategy, and provide professional development to support curriculum design that integrates teaching and research, and which views knowledge transfer as negotiated flows of knowledge, for collective benefit.

Digital

Massey's staff and students are part of a contemporary and future-focused university at the forefront of online, blended and distance education. Massey's leadership in digitally mediated teaching and learning provides a basis for innovation in curriculum design, extends our reach far beyond physical and geographical boundaries, and equips graduates with experience in media-rich environments. To strengthen the 'Digital' element we will continue to advance the Digital Teaching and Learning Strategy, extend our blended learning approaches, enrich the 'Stream' experience with further mobile learning opportunities and approaches, and enhance learning interactions with the use of video-linked teaching, web-conferencing, and presentation tools.

Comprehensive

Only by being open to a range of ideas from a variety of sources is new and innovative thinking provoked. Our academic staff and our students engage with disciplines that are both classic and contemporary, examining the world and its phenomena as well as ourselves and the ways in which we interact locally and globally. Our curricula are devised to enhance student engagement with disciplinary and transdisciplinary dialogue, exposing them to ways of

[1] See, for example, Kolb (1984) on Experiential Learning http://www.learning-theories.com/experiential-learning-kolb.html

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thinking that they may not be familiar with. As a result, our graduates are conversant with ways of generating ideas, developing, and refining them, and transforming them into innovative work.

To strengthen the 'Comprehensive' element we will provide expanded support for curriculum innovation and whole-of-programme approaches to curriculum design. We will also continue to enhance our structures for academic engagement in the strategic planning of disciplines and qualifications across the Campuses, making available regular reporting on the qualification portfolio, its alignment with the University's Defining Platforms, and any changes to the distribution of Platforms across the Campuses. Connections between the Teaching & Learning Framework, Kia Marama and the Pasifika@Massey strategies will be identified and enhanced.

International

Internationalisation is a critical element of Massey's economic, academic, and cultural vitality which goes far beyond just the recruitment of international students. Massey students and staff benefit from engagement with other cultures and from exposure to a globalised economic and social environment. Massey staff will be further supported to build internationalised curricula, to engage in international research collaborations and to develop strategic relationships with overseas institutions and governing bodies. Our Alumni, whether onshore or offshore, have experienced a unique education with a distinctive New Zealand flavour and represent Massey in all corners of the world.

To advance this element we are implementing the Internationalisation Strategy which includes objectives, approaches and targets for student marketing and recruitment, international relations, student support and engagement, building capacity, internationalising the academic environment, and learning experience, and transnational and offshore distance education.

Distance & Life-Long Learning

Our tradition of distance education lies at the core of the University's mission of providing opportunities for life-long learning directed towards students of all ages and cultures, and stages of their learning pathway. Expanded offerings in the professional and continuing education area provide an important platform for educating diverse groups, generating income, and promoting the creativity, innovation and connectedness of Massey University and its staff. Support and services are aligned to the life-long personal and professional needs of our people.

To further enhance this element we are implementing the Student Success Strategy, and objectives, targets and expanded offerings in the Professional and Continuing Education (PaCE) area. The 'Distance Education and Learning Futures Alliance' (DELFA) has been established to facilitate and foster innovation and development in online, blended and distance education, and consolidate and enhance the University's reputation as one of the world's leading distance and blended education providers.

Quality Assurance and Quality Enhancement

Transparent quality assurance and enhancement procedures serve an important purpose in assuring ourselves, our students, and our external stakeholders (e.g., funders, professional bodies, employers) that our curriculum is thoughtfully designed, effectively delivered, rigorously reviewed, and continuously improved.

In addition to the quality assurance and enhancement processes underpinning each of the elements of the Massey Model of Teaching and Learning, we are strengthening our processes with ongoing implementation of our Qualifications Policy and Framework and review and renewal of our existing policies and procedures. New or substantively redesigned policies and procedures for assessment, evaluation of teaching, paper information and study materials, equivalence and the use of graduate profiles have or are being established. An Academic Development

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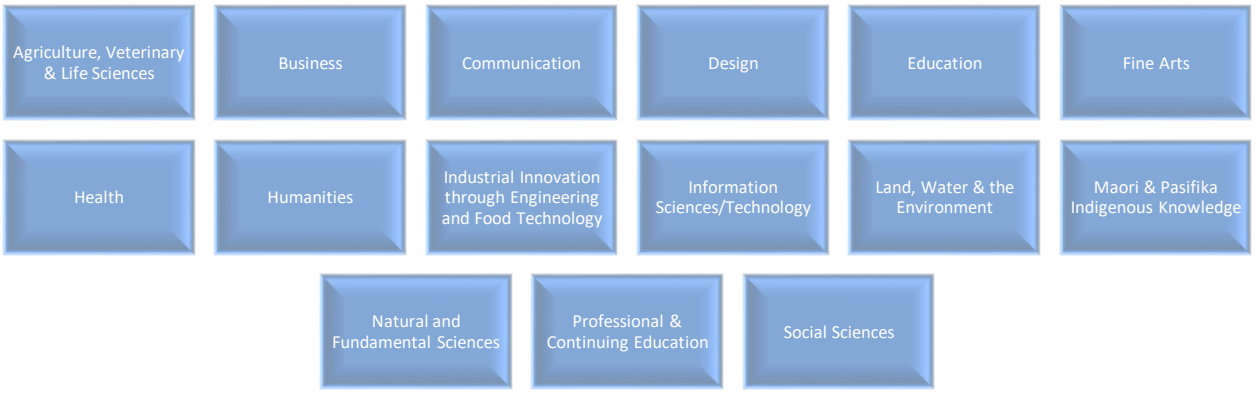
Framework, led by the National Centre for Teaching and Learning and the Campus Centres at Albany, Manawatu, and Wellington is being implemented.

Defining Platforms

Massey's Defining Platforms identify the core disciplinary and curricula contexts within which students can engage with and focus their learning. The Platforms align with the Massey University Research Plan 2024-2027 in a number of areas in which the University has identified capacity to be a world-leader. For example, agri-technology, animal health and welfare (aligned with Agriculture, Veterinary and Life Sciences, and Industrial Innovation through Engineering and Food Technology), human food and nutrition (aligned with Health), creative and sustainable design (aligned with Creative Arts), 21st century citizenship (aligned with Humanities, Social Sciences and Business) and innovations launched through Te Mata o te Tau and research relating to whanau well-being (aligned with Maori & Pasifika Indigenous Knowledge).

Massey University's Defining Platforms



Massey operates across three major campuses located in Auckland, Palmerston North, and Wellington, complemented by a comprehensive distance learning platform. Our campus locations each have distinctive and complementary academic profiles. Massey@Manawatu leads the vitally important development of agri-food and related industries both in New Zealand and internationally. Massey@Albany leads innovation by bringing together science, information technology, education, humanities, engineering, and business. Massey@Wellington leads creativity and design. Underpinned by national shared operating systems and services, Massey provides an extraordinary breadth of access to expertise and cooperative exchange across disciplines and geographic locations.

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Defining Platforms by Campus

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Implementation of the Teaching & Learning Framework

Implementation of the Teaching & Learning Framework and associated strategies will necessarily involve all sections of the University. The AVC (Academic & International) has responsibility for monitoring and overseeing the implementation, for leading some activities, and for offering advice and support to colleges. However, it is expected that the Framework and strategies will be primarily owned by colleges and will be reflected in college strategies and plans. An annual review of the Framework and associated strategies and initiatives will be undertaken by the AVC (Academic & International) and reported to SLT.

Audience:

All staff

Relevant legislation:

Education and Training Act 2020

Legal compliance:

Nil

Related procedures / documents:

Academic Integrity Policy
Academic Outputs Policy
Academic Progression Policy
Assessment Strategy, Principles and Guidelines
COCA Retrieval Policy
Equity of Access to Educational Opportunities Policy
Equivalence Policy
Graduating Year Review Procedures
Intellectual Property Policy
Massey University Assessment Handbook
Massey University Qualifications Policy
Massey University Qualifications Framework
Micro-credentials and Short Courses Policy
Micro-credentials and Short Courses Procedures
No and Low Enrolments Policy
No and Low Enrolments Procedures
Paerangi Learning and Teaching Plan
Policy relating to Paper Information and Study Resources
Policy on Student Engagement in the Assurance and Enhancement of Teaching and Learning
Recording of Scholarly Work and Student Work Policy
Recording of Scholarly Work and Student Work Framework
Student Survey Policy
Teaching and Learning Policy
Teaching and Learning Framework
Use of Artificial Intelligence in Assessment Policy

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Use of Copyright Materials for Educational Purposes Policy

Document Management Control:

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Authorised by: AVC (Academic & International)
Approved by: Teaching and Learning Committee
Updated by: Senior Leadership Team (SLT Planning December 2012)
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