

# **International Professional Development Programme Proposal**

Faculty of Education  
the University of Waikato New Zealand  
(FEDU, UW)

**Oct 2017**

## **University and Faculty Overview**

As one of eight New Zealand universities, the University of Waikato is committed to delivering a world-class education and research portfolio, providing a full and dynamic university experience, distinctive in character, and pursuing strong international links to advance knowledge. The University was established in 1964. We are a young but innovative university. Our main campus, located in Hamilton City, covers 65 hectares of land with beautiful native trees and lakes, world-class facilities and buildings for students from all over the world. Currently the university is providing more than 3000 varieties of levels' qualifications to 12,000 students, including over 2000 international students. We are proud to be ranked 292th in the world by the QS (Quacquarelli Symonds Limited) World University Rankings 2017. With the new release of this year's global rankings, the University of Waikato is now counted among the top 1.1% of universities in the world, the latest step on a remarkable story that has seen the university climb the rankings by more than 100 places in the last four years.

The Faculty of Education is the largest faculty in the University of Waikato. We have 250 staff, over 2,000 domestic students, and 100 international students from 15 different countries. We are a young faculty, but we continue to strive to produce high quality graduates; to undertake research that makes a difference; and offer high quality professional learning and development opportunities. We pride ourselves on being innovative, as one of the first in New Zealand to offer early childhood qualifications and online teacher education programmes. In the latest QS subject world ranking, the Faculty of Education is ranked at 46<sup>th</sup> (2014) and 51<sup>st</sup> (2016, 2017) in the world.

## **International Professional Development Programme**

The Faculty of Education is committed to building teachers' and educational leaders' capacity around the world, and looks to work with institutions that share its values and outlook on education. As the first New Zealand Teachers' College to merge with a University, the Faculty of Education continues to be a national leader in pre-service

and in-service teacher education and educational research. During this time the Faculty of Education has developed an excellent international reputation built on its experience of undertaking collaborative and innovative research. This research has not only been strongly integrated into its teaching and professional learning programmes, but has had a major impact on educational policy in New Zealand and throughout the region.

### **Overview of the proposal:**

This proposal is for a professional development for mixed disciplines lecturers in Tamkang University, Taiwan, in Nov 2017.

#### **Bio: Dr Donella Cobb**

Donella is an award-winning lecturer of pedagogy in Te Hononga School of Curriculum and Pedagogy at The University of Waikato. Donella's creative and innovative approach to teaching has led her to push pedagogical boundaries, sparking her own interest in relational pedagogy, culturally responsive pedagogy and critical pedagogy. Her research explores the political economy of



education and the intersection between critical pedagogy, education in development and international education policy. Donella's current research examines the globalisation of learner-centred pedagogy. Prior to coming to The University of Waikato, Donella was an Assistant Principal and Director of Music in primary schools in New Zealand, England and Australia and Africa.

There are two half-days programme and a brief programme schedule is as below:

**Tamkang University Programme Schedule**  
**23<sup>rd</sup> – 24<sup>th</sup> November, 2017**

<b>Thursday 23<sup>rd</sup> November</b> <b>Theme 1: Pedagogies for Tertiary Teaching</b>	<b>Friday 24<sup>th</sup> November</b> <b>Theme 2: Assessment for Learning in Tertiary Teaching</b>
<p><b>12.30pm</b> <b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Introductions to each other and teachers</li> </ul> <p><b>12.40pm</b> <b>Theories of learning</b></p> <ul style="list-style-type: none"> <li>• Examining the influence of life histories, teaching experiences, past students on our understanding of teaching and learning</li> <li>• What are the essential principles of learning? How do our experiences shape this? How do we take these principles into our teaching?</li> <li>• Examining the foundations of learner-centred teaching.</li> <li>• Observe examples of learner-centred teaching.</li> <li>• Discuss how to develop critical and creative thinking in students.</li> <li>• Engage in an activity to facilitate questioning and group work.</li> <li>• Reflection and forward planning</li> </ul> <p><b>2pm</b> <b>Relational pedagogy</b></p> <ul style="list-style-type: none"> <li>• Explore the relational aspects of pedagogy and examine its relevance to creating a positive and effective learning and teaching environment.</li> <li>• Observe examples of relational pedagogy and reflect on the</li> </ul>	<p><b>9am</b> <b>Fostering learning</b></p> <ul style="list-style-type: none"> <li>• What deliberate acts of teaching develop a learning culture in Taiwan? What does this look like at a tertiary level?</li> <li>• Examining deliberate acts of teaching that facilitate a learning culture.</li> </ul> <p><b>9:30am</b> <b>Assessment practices: Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• Examining the relationship between assessment and pedagogy</li> <li>• How do teachers construct and implement assessment tasks that promote learning?</li> <li>• Forms of assessment</li> <li>• Assessment <i>for</i> learning: Strategies to promote learning in tertiary teaching</li> </ul> <p><b>10:30am Morning tea</b></p> <p><b>11am</b> <b>Assessment practices: Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>• Assessment <i>of</i> learning: Strategies to promote learning in tertiary teaching</li> <li>• Assessment within an English medium of instruction programme</li> </ul>

<p>importance of relational pedagogy in the learning experience.</p> <ul style="list-style-type: none"> <li>• Consider the role that relational pedagogy plays in the tertiary learning environment.</li> <li>• Reflection and forward planning</li> </ul> <p><b>3pm Afternoon tea</b></p> <p><b>3.30pm: Pedagogical approaches in tertiary teaching</b></p> <ul style="list-style-type: none"> <li>• Exploration of the strategies and practices used in current teaching approaches</li> <li>• How do these fit within a tertiary teaching context?</li> <li>• Examining the use of different pedagogical approaches in tertiary settings such as group work, interactive lectures, collaborative strategies, flipped classrooms, online access and independent study.</li> <li>• Reflection and forward planning</li> </ul> <p><b>5.00pm Close</b></p>	<p><b>12.00pm Reflection</b></p> <ul style="list-style-type: none"> <li>• Discuss key insights and learning.</li> <li>• What strategies could be implemented into your own tertiary teaching?</li> </ul> <p><b>12.30pm Close</b></p>
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