



PAERANGI MASSEY UNIVERSITY LEARNING AND TEACHING STRATEGY



KO TE PAE TAWHITI WHĀIA KIA TATA, KO TE PAE TATA,
WHAKAMAUA KIA TINA



2019–2022



Te Kunenga ki Pūrehuroa is the foundation upon which we stand together in partnership, enabling the creation of knowledge that reaches the highest possible levels of advancement and attainment.

Massey University provides a pathway for all students to embark upon journeys of knowledge acquisition and embrace knowledge relevant to our country and to our wider world.

As a Tiriti-led university, we will enable the determination of Māori-led aspirations, the active use of Te Reo Māori, the vitality and wellbeing of all people and our environment in order to give full and authentic expression to the eminence of Te Tiriti o Waitangi.



FOREWORD KUPU WHAKATAKI

Paerangi is Massey University's learning and teaching strategy. Guided by the Massey University Strategy 2018–2022, this document sets out our values, approaches and practices towards learning and teaching.

This strategy maps out an agreed plan for learning and teaching at Massey University. Paerangi is also the mechanism through which we refresh and prioritise significant investment decisions, particularly with regard to ensuring that our teaching is contemporary and relevant and that we are optimising the flexibility of technological platforms.

We know that student expectations of learning are changing. We also acknowledge that students expect and deserve superb learning experiences wherever and however they choose to study. We recognise, too, that blended learning increasingly plays a role in supporting personalised learning experiences and reducing the traditional barriers inherent in distance education.

At Massey University, we provide all students with an excellent and equivalent learning experience, irrespective of the location or study mode, where our teaching is digitally enabled and accessible to all students. Our teaching is research-led and we value the scholarship of teaching and learning (SoTL) as a way to critically engage with teaching and learning practices. We believe that quality learning and teaching uses assessment information in a coherent way for continuous improvement at and through multiple and connected layers of the University.

'Paerangi' is the central concept of this strategy. The term refers to a person being at the height of their career, or in their prime, with a further meaning being to 'raise up high', or to reference a horizon. Used here in each of these contexts, 'paerangi' has authentic meaning for us as a community of students and staff; we work to support our students to realise their potential, to be who they aspire to be and reach their horizons. We share an ethos of continuous learning and support our students to choose learning pathways that enable them to be excited and to excel. Finally, we contribute to the communities we serve through teaching by building our students' capacities to participate in and lead these communities, so that Massey graduates continue to 'make a difference'.

Giselle Byrnes
Provost



**Massey University
strives to be a
Te Tiriti o Waitangi-
led, learning centered
community, which
positively influences
lives through teaching
and research, enabling
students and staff to be
who they aspire to be.**

Massey University has a proud heritage of excellence, inclusion and diversity. Spanning independent distance study through to collaborative on-campus learning experiences, we take pride in our ability to engage with, challenge and support students across a broad range of disciplines and pedagogies. At the core of our learning and teaching practices is the principle that every student, regardless of their study mode or location, receives a learning experience of the highest quality. In the context of digital transformation, we remain committed to nurturing curious, critical and creative learners through participatory learning experiences, where human interaction is seamlessly enhanced by technology.

We accept the responsibility to give effect to what it means to be Te Tiriti o Waitangi-led through our curricula, pedagogies and academic decision-making. Accordingly, Paerangi is guided by twelve core values, reflecting the twelve heavens ascended by Tānenuiarangi to procure the baskets of knowledge for humankind. These values underpin and guide our approaches towards learning and teaching. They set the tone, create the context and provide us with the space from which to collectively and meaningfully participate in 'engaged learning experiences.' These values acknowledge our distinctive ways of learning and teaching and encourage staff and students to foster, extend, and build upon these strengths, to ensure that a learning experience at Massey is an exceptional one.

**Ko te pae tawhiti
whāia kia tata, ko te
pae tata, whakamaua
kia tina.**

**Seek out distant
horizons, and cherish
those you attain.**

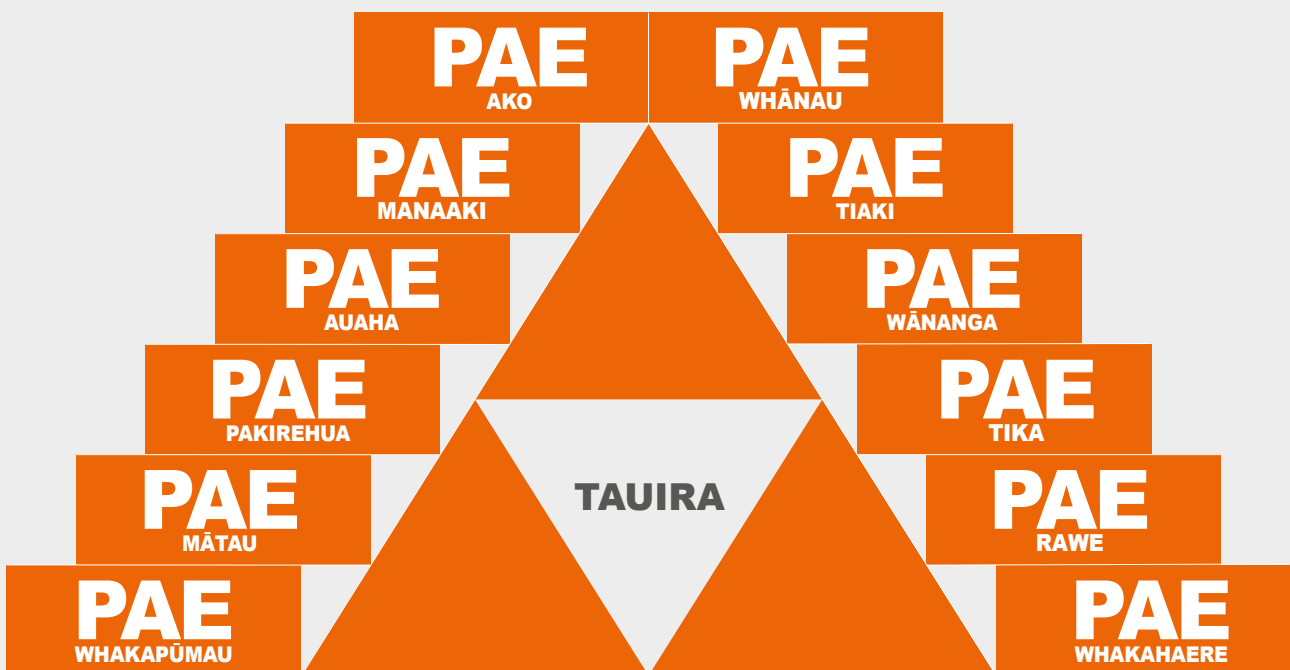
Beyond the horizons referenced in this whakatauki, 'pae' is a term that is invested with aspirational potential. Learning and teaching, as a reciprocal endeavour in the transmission and reception of knowledge, might be perceived as a horizon to be reached and traversed, an orator's bench to be ascended to, a pathway to be pursued or steps to be scaled. Hence, 'pae' is incorporated as a prefix to the twelve core values outlined on the following page. These twelve values in turn map onto the twelve key actions of this strategy.

OUR VALUES NGĀ UARA

ANGA PAERANGI

Within the Paerangi framework the tauira (student) is located at the centre of the triangulated structure of aspirational goals. This is framed by the poutama pattern symbolising the ascent of Tānenuiarangi to recover the baskets of knowledge. It is the ultimate pathway to knowledge in which each pae, each horizon, and each step, informs the journey towards enlightenment.

Original design by Robert Jahnke and Rongomaiaia Te Whaiti



These twelve terms are tāonga, gifted to Massey University solely for this learning and teaching strategy. These values are to be read and understood in the context of learning and teaching at Massey University Te Kunenga ki Pūrehuroa.

PAE AKO

Ako means to teach and to learn. Teaching and learning work in a reciprocal relationship with each other. Akoranga, as a derivative of ako, embraces the context in which learning and teaching take place. Akoranga also extends to include the content, circumstances, time and place of learning.

PAE MANAAKI

Manaaki references humility, respect, generosity, pastoral care and the support of others. Re-framed as manaakitanga, it indicates that we commit to upholding these values in all aspects of learning and teaching.

PAE AUAHA

Auaha means to shape, create, form and fashion. It encapsulates the creative and innovative outcomes of learning and teaching at our University. In the form of auahatanga it becomes the activity; the creativity that embraces originality, ingenuity and resourcefulness.

PAE PAKIREHUA

Pakirehua conveys the notion of inquiry and questioning. In terms of learning and teaching, it refers to our desire to seek and develop knowledge through pure and applied research. It also includes the principles of research-led teaching, contextualised within our curricula and demonstrated through our evidence-based teaching practices.

PAE MĀTAU

Mātau means to be adept, knowledgeable, and competent. In the learning and teaching context, it reflects the expertise and wisdom underpinning the content and design of our curricula and pedagogies and how we encourage our students to aspire to excellence in their fields.

PAE WHAKAPŪMAU

Whakapūmau means to make permanent or constant. Implicit in our learning and teaching is the concept of whakapūmautanga as a contractual and reciprocal agreement that mediates the principles of social, cultural, economic and environmental sustainability. These principles are advanced by our teaching and embedded in our curricula.

PAE WHĀNAU

Whānau is a culturally empowering term associated with being and belonging. In the form of whānaungatanga, it embraces a sense of belonging and relationships, together with the contemporary notion of the rights, responsibilities and obligations that nurture group belonging, and group and individual identity.

PAE TIAKI

Tiaki means to care for in a protective manner and to provide guardianship. Understood in the context of learning and teaching, kaitiakitanga expands the meaning of tiaki to encompass not only care for our students, but also our guardianship and stewardship of knowledge. Kaitiakitanga, therefore, enables positive student experiences, development and success.

PAE WĀNANGA

Wānanga is a term that frames the act of deliberation. It refers to discussion, cooperation and the dissemination of knowledge. Wānanga refers to collaborative, active and participatory learning, which sit at the heart of our pedagogies.

PAE TIKA

Tika is inherently tied to truth. As the root of matatika, the meaning is expanded to embrace the principles of ethical, fair and equitable practice. In the context of learning and teaching, it refers to teaching with integrity, and showing respect for students and the ownership of academic and cultural knowledges.

PAE RAWE

Rawe captures our desire for excellence in all areas of learning, teaching and scholarship. The concept embraces qualities of importance, momentousness and significance and is therefore what we aspire to in all our endeavors.

PAE WHAKAHAERE

Whakahaere means to lead, conduct or facilitate. In the context of learning and teaching, it refers to the ways in which we support students to transition into the University environment, and how we facilitate their growth and development throughout their studies.

HOW OUR VALUES INFORM OUR PRACTICE

NGĀ UARA WHAKAHAERE

PAE AKO

We embrace the reciprocal relationship implied in good learning and teaching and understand that both students and staff contribute their knowledge and perspectives to the overall learning experience. We recognise that ako encompasses the content, circumstances, time and place of learning.

ACTION 1:

We will empower students to be active partners in their learning by fostering an engagement with the process of learning itself, alongside disciplinary knowledge, providing meaningful feedback opportunities to improve and enhance learning, and involving students in academic decision-making.

PAE MANAAKI

We are humble, respectful and generous in our care and support of one another.

ACTION 3:

We will ensure a culture focused on, and systems supporting, 'whole-of-person' learning and caring across the University.

PAE AUAHA

Our learning and teaching celebrates creativity, innovation, originality and resourcefulness.

ACTION 5:

We will provide all students with opportunities to develop creativity and enterprise skills within both our accredited academic programmes and co-curricular programmes.

PAE WHĀNAU

We value the importance of relationships and a sense of belonging, and we acknowledge the rights and responsibilities that nurture group belonging, group and individual identity. We see equity as being central to this value.

ACTION 2:

We will integrate relationship-building activities into our academic programmes and the overall student experience in order to foster a sense of belonging among students, staff and our broader university communities.

PAE TIAKI

We are guardians and stewards of knowledge to enable positive student experiences, development and success.

ACTION 4:

We will ensure that our courses and qualifications are coherent and holistically designed, with input from students and stakeholders, especially tangata whenua.

PAE WĀNANGA

Collaboration, including active and participatory learning, is core to our learning and teaching practices.

ACTION 6:

We will ensure that all programmes, pedagogies and supporting infrastructure are designed to enable active and participatory learning, and to develop in students critical thinking skills.

PAE PAKIREHUA

We learn through pure and applied research and inquiry and our teaching practice and curricula are underpinned by up-to-date research.

ACTION 7:

We will ensure that our courses and qualifications draw on leading research in their curricula and pedagogy and support students to engage in research and inquiry through their study.

PAE MĀTAU

We aspire to excellence in our teaching in order to inspire our students to in turn become experts.

ACTION 9:

We will develop expert educators across all fields, through recruitment, well-resourced and tailored professional development and support, and systems of reward and recognition.

PAE WHAKAPŪMAU

Our curricula and pedagogy reflect and promote principles of social, cultural, economic and environmental sustainability that are validated through engagement, application and practice.

ACTION 11:

We will ensure that students have the opportunity for applied learning and/or community and civic engagement that enables them to actively connect with the wider community and authenticate their study through real world application.

PAE TIKA

We uphold fair, equitable and ethical practices in our teaching and in our research. We show respect for learning and the ownership of cultural and academic knowledge.

ACTION 8:

We will enable our students and staff to understand and uphold principles of ethics and integrity in their academic work and in their wider practices.

PAE RAWE

We recognise the significance and importance of learning and teaching in helping our students and staff to achieve excellence.

ACTION 10:

We will foster the success and excellence of students and staff in both curricular and co-curricular contexts.

PAE WHAKAHAERE

We support and guide our students on their transition into, and their journey through, our University.

ACTION 12:

We will provide a seamless, supportive and scaffolded learning experience for all students that enables them to transition well, successfully navigate their learning, make well-informed choices, and fulfil their potential for success.

SUPPORTING PLAN MAHERE TAUTOKO

PAE AKO

We embrace the *reciprocal relationship implied in good learning* and teaching and understand that both students and staff contribute their knowledge and perspectives to the overall learning experience. We recognise that ako encompasses the content, circumstances, time and place of learning.

Empower students to be active partners in their learning by fostering an engagement with the process of learning itself, alongside disciplinary knowledge, providing meaningful feedback opportunities to improve and enhance learning, and involving students in academic decision-making.

Supporting Actions	Responsibility	Milestone
• Recognise, value, and integrate the knowledge and experience that learners bring to the learning and teaching environment.	DA, Teaching staff	By end 2020
• Develop the learning and metacognitive capabilities of students alongside disciplinary knowledge.	Teaching staff, TLC, AC	By end 2020
• Provide opportunities for students and staff to give and receive feedback to improve and enhance learning.	DTL, TLC, DDI, Teaching staff	By end 2020
• Engage with students as active partners in academic decision-making and programme development.	DPVC, DTL, Teaching staff, AC	By end 2020

PAE WHĀNAU

We value the *importance of relationships and a sense of belonging*, and we acknowledge the rights and responsibilities that nurture group belonging, group and individual identity. We see equity as being central to this value.

Integrate relationship-building activities into our academic programmes and the overall student experience in order to foster a sense of belonging among students, staff and our broader university communities.

Supporting Actions	Responsibility	Milestone
• Implement orientation programmes that involve whānau, foster a sense of belonging, orient all students to the culture of learning at the University, support them in their transitions and introduce them to the competencies required for their programme.	HoS, DTL, DPVC, NCTL, STS	By end 2020
• Develop and implement student peer mentoring schemes across the University that facilitate relationships and reflect our diverse student communities.	NCTL, TLC, DTL, STS	By end 2020
• Introduce relationship-building activities for students and staff across the University.	NCTL, PaC, STS, Teaching staff	By end 2020

ABBREVIATIONS

DTL	College Director Teaching and Learning	AC	Academic Committee	NCTL	National Centre for Teaching and Learning
PaC	People and Culture	PVC	College Pro Vice-Chancellor	STS	Student Services
TLC	Teaching and Learning Committee	DPVC	College Deputy Pro Vice-Chancellor	HoS	Head of School

PAE MANAAKI

We are *humble, respectful and generous* in our care and support of one another.

Ensure a culture focused on, and systems supporting, 'whole-of-person' learning and caring across the University.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Ensure support for 'whole-of-person' learning across the University. 	TLC, PVC, STS	By end 2020 ongoing
<ul style="list-style-type: none"> Curricula are designed to include time for reflecting, thinking, doing and being. 	Teaching staff, AC, DPVC	By end 2020
<ul style="list-style-type: none"> Establish supportive peer observation for all teaching staff within a trusting environment to encourage ongoing reflective practice. 	NCTL, PVC, DA, PaC, HoS	By end 2020 ongoing

PAE TIAKI

We are *guardians and stewards of knowledge* to enable positive student experiences, development and success.

Ensure courses and qualifications are coherent and holistically designed, with input from students and stakeholders, especially tangata whenua.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Consult and collaborate in partnership with Māori to guide our course and programme development. 	DVCM, AC, DPVC, HoS, DTL	By end 2020
<ul style="list-style-type: none"> Ensure courses and programmes are coherent, well-integrated and well-aligned, as appropriate for a research-led university. 	OP, AC, PVC, DR	By end 2020
<ul style="list-style-type: none"> Create authentic and relevant assessment tasks that enable students to demonstrate their learning and achievement. 	Teaching staff, DTL, AC	By end 2020

OP	Office of the Provost
DVCM	Deputy Vice-Chancellor Māori
DA	Dean, Academic

DR	Dean, Research
DE	Dean, Enterprise
DDI	Director, Digital Innovation

PAE AUAHA

Our learning and teaching celebrates *creativity, innovation, originality and resourcefulness*.

Provide all students with opportunities to develop creativity and enterprise skills within both our accredited academic programmes and co-curricular programmes.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Facilitate the development of multi-, inter-, and trans-disciplinary capabilities. 	TLC, HoS, DA, PVC, Teaching staff, DPVC	By end 2020 ongoing
<ul style="list-style-type: none"> To support the above action, where programmes offer elective courses, design them to allow students to take electives from across the University. 	AC, DPVC	By end 2020
<ul style="list-style-type: none"> Provide all students with opportunities to develop enterprise skills including creative and innovative thinking, leadership, digital literacy, linguistic and inter-cultural competence, time management, problem-solving, and communication, negotiation and persuasiveness skills. 	OP, AC, DA, STS, DE	By end 2020

PAE WĀNANGA

Collaboration, including active and participatory learning, is core to our learning and teaching practices.

Design all programmes, pedagogies and supporting infrastructure to enable active and participatory learning, and to develop in students critical thinking skills.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Design all curricula, programmes and pedagogies for active learning in all spaces, whether physical or digital, and ensure these are supported by authentic assessment approaches that stimulate learning. 	AC, TLC, DA, DLT, DDI	By end 2020
<ul style="list-style-type: none"> Ensure all programmes support students to work collaboratively as well as individually. 	AC, TLC, DTL, STS, Teaching staff	By end 2020
<ul style="list-style-type: none"> Use a whole-of-system approach for learning design that connects curricula, timetable, spaces, technology, culture, and co-curricular activities. 	STS, AC, TLC, DA, DDI	By end 2021

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TLC	Teaching and Learning Committee	DPVC	College Deputy Pro Vice-Chancellor	HoS	Head of School

PAE PAKIREHUA

We learn through *research and inquiry* and our teaching practice and curricula are underpinned by up-to-date evidence-based research.

Ensure that our courses and qualifications draw on leading research in their curricula and pedagogy and support students to engage in research and inquiry through their study.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Develop and articulate an understanding of the interconnected relationship between learning, teaching, and research across the University. 	OP, AC	By end 2020
<ul style="list-style-type: none"> Ensure our curricula are contemporary, current, and draw on the most up-to-date knowledge and practices, in both the discipline of study and in teaching practices. 	AC, NCTL, DA, DDI	By end 2020 ongoing
<ul style="list-style-type: none"> Facilitate, wherever possible, opportunities for student research within curricula. 	OP, AC, DTL, DR	By end 2020
<ul style="list-style-type: none"> Ensure Research Centres contribute to the learning and teaching of undergraduate and/or postgraduate students. 	OP, PVC, DR	By end 2020

PAE TIKA

We uphold *fair, equitable and ethical practices* in our teaching and in our research. We show respect for learning and the ownership of cultural and academic knowledge.

Inspired by our Te Tiriti o Waitangi-led ambitions, we enable students and staff to understand and uphold principles of ethics and integrity in their academic work and in their wider practices.

Supporting Actions	Responsibility	Milestone
<ul style="list-style-type: none"> Support students and staff to understand and uphold principles of ethics and academic integrity. 	OP, DTL, DPVC, HoS, DA	By end 2020 ongoing
<ul style="list-style-type: none"> Work with students to review all policies, to ensure those policies embrace diversity, acknowledge disability, and support wellbeing. We bring a consistent and equitable approach to this across our suite of programmes. 	DA, NCTL, STS, PaC	By end 2020
<ul style="list-style-type: none"> Use ethical and valid assessment practices that are fair and equitable. 	Teaching staff, DTL, PVC	By end 2020

OP	Office of the Provost
DVCM	Deputy Vice-Chancellor Māori
DA	Dean, Academic

DR	Dean, Research
DE	Dean, Enterprise
DDI	Director, Digital Innovation

PAE MĀTAU

We aspire to excellence in our teaching in order to inspire our *students to in turn become experts.*

Develop expert educators across all fields, through recruitment, well-resourced and tailored professional development and support, and systems of reward and recognition.

Supporting Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Recruit, retain, develop, and promote high quality educators for all of our teaching. 	OP, PVC, PaC, DA	By end 2020 ongoing
<ul style="list-style-type: none"> Invest in a new integrated programme of staff professional development and support that is: <ul style="list-style-type: none"> » Te Tiriti o Waitangi-led » Relevant – non-generic and targeted towards the specificities of our programmes. » Purposeful – project-based, folded into the real work staff are doing. » Integrative – emphasises knowing, doing, and being. » Wrap-around – includes induction, regular targeted development opportunities, and ongoing coaching support. » Valued and recognised – included in staff workload, performance and development plans and promotion criteria. 	HoS, NCTL, PaC, DDI, DVCM	By end 2020
<ul style="list-style-type: none"> Ensure line managers support teaching and learning quality and innovation through resource planning and performance development plans (PDPs). 	PVC, DPVC, HoS, PaC	By end 2020

PAE RAWE

We recognise the significance and importance of learning and teaching in helping our students and staff to achieve *excellence.*

Foster the success and excellence of students and staff in both curricular and co-curricular contexts.

Supporting Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Acknowledge, communicate, and celebrate a broad view of ‘success’ across academic and co-curricular activities. 	OP, NCTL, PaC HoS, DTL, STS	By end 2020
<ul style="list-style-type: none"> Foster students’ success through adequate opportunities for ‘real world’ practice, the provision of formal and informal feedback, and the development of self-assessment capability. 	DTL, DE, Teaching staff, DDI, STS	By end 2020
<ul style="list-style-type: none"> Facilitate leadership among staff in learning and teaching through developing and supporting a community of teaching scholars, guided by international benchmarks around SoTL. 	NCTL, DA, OP, PaC, PVC	By end 2020

ABBREVIATIONS

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PAE WHAKAPŪMAU

Our curricula and pedagogy reflect and promote principles of social, cultural, economic and environmental sustainability that are validated through *engagement, application and practice*.

Ensure students have the opportunity for applied learning and/or community and civic engagement that enables them to actively connect with the wider community and authenticate their study through real world application.

Supporting Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Engage with the wider community through events, consultation, public lectures, and facilitate student-engagement within our curricula and co-curricular activities. This includes assessment tasks that 'give back' to the community (e.g. the development of evidence-based resources). 	PVC, HoS, DVCM, DE, STS	By end 2020 ongoing
<ul style="list-style-type: none"> Ensure that every programme provides the opportunity for applied learning and community engagement through: <ul style="list-style-type: none"> » Internships and/or placements, or » Civic engagement and/or social enterprise, or » Community-driven consultancy or project work. 	AC, DTL, DPVC, DE	By end 2021

PAE WHAKAHAERE

We support and *guide our students on their transition into, and their journey through, our University*.

Provide a seamless, supportive and scaffolded learning experience for all students that enables them to transition well, successfully navigate their learning, make well-informed choices, and fulfil their potential for success.

Supporting Actions	Responsibility	Timeframe
<ul style="list-style-type: none"> Establish robust methods for evaluating a student's preparedness for entry into our programmes, coupled with personalised guidance that enables them to make well-informed decisions and choices about their study options. 	STS, DTL, HoS, DA	By end 2020
<ul style="list-style-type: none"> Develop, where appropriate, alternative portfolio entry processes for admission so that students who might not otherwise meet the traditional metrics for entry, but who have the potential to succeed, have the opportunity to do so. 	OP, DA, DPVC, HoS	By end 2020
<ul style="list-style-type: none"> Provide excellent academic advice and learning support from the student's first engagement with Massey University, through transition, progression, and completion. 	All	By end 2020 ongoing
<ul style="list-style-type: none"> Ensure students understand how each part of their qualification contributes to their overall learning and prepares them for their chosen career and future employability. 	OP, AC, STS	By end 2020

OP	Office of the Provost
DVCM	Deputy Vice-Chancellor Māori
DA	Dean, Academic

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GLOSSARY KUPUTAKA

ACTIVE LEARNING

Active learning is generally defined as any instructional method where students actively participate in and reflect upon their own learning. We recognise that students need to be involved and engaged participants in order to learn. The term 'activity' needs, therefore, to be interpreted in its broadest sense, including cognitive activity as well as writing. Solving a puzzle, constructing an argument, discussing a problem, summarising a reading, and practical work are all examples of activities that require the students to undertake a task that will help them learn.

BEING

In addition to the acquisition of knowledge and skills (knowing and doing), student learning involves developing self-awareness and self-development (being) that attends to the social, the emotional, and the experiential. 'Being' thus encompasses identity-formation and validation (for example professional identity, social identity, cultural identity), and includes the development of ethics and values.

BLENDED LEARNING

Blended learning refers to learning design that strategically, systematically and effectively integrates a range of face-to-face, online, mobile, distance, open, social and other technologically-enhanced learning across physical and virtual environments.

COLLABORATIVE LEARNING

This concept acknowledges that individual learning also takes place through interaction with others, either directly in person or through reading and writing. Collaborative learning involves communication between a teacher and learner, whether the teacher is a lecturer, a peer, or a textbook author, or a multitude of authors publishing in the subject or discipline. Interactions with other learners also facilitates learning through dialogue, discussion, and observation. The teacher and student also form a collaborative unit, working together to achieve student learning. While teamwork and group work are ways to facilitate social, relational and collaborative learning, we refer here to a broader framework, and this should not be taken as implying that every learning outcome should be achieved via group work.

ENTERPRISE

We define this term in its broadest sense; taking initiative and demonstrating resourcefulness, identifying new ways to solve old problems, developing innovative solutions, and undertaking projects or building platforms – both commercial and social enterprises – to deliver those solutions. The goal of student enterprise is focused on developing and acquiring transferable skills that are developed by supporting students' opportunities to engage with applied learning experiences both within and alongside the formal curriculum.

INTERDISCIPLINARY

Interdisciplinary refers to the cognitive process by which individuals or groups draw on disciplinary perspectives and integrate their insights and ways of thinking to advance their understanding of a complex challenge, with the goal of applying understanding to a real-world problem. Interdisciplinarity requires the integration and synthesis of different perspectives, rather than a simple consideration of multiple viewpoints.

MULTIDISCIPLINARY

Multidisciplinary involves people from different disciplines working together, each drawing on their disciplinary knowledge to address a common challenge, but without attempting to integrate these different approaches.

PEDAGOGY

Pedagogy is the method and practice of teaching. It encompasses teaching styles and approaches, methods of feedback and assessment, and the theory of teaching.

RESEARCH-LED

This refers to the relationships between research, learning and teaching. Our curricula are research-led because they are informed by the most current knowledge and research in their disciplinary fields. Our pedagogies are research-led in that they are shaped and informed by the most current research and practice in education (including discipline-specific education) and SoTL. Our learning experiences are research-led in that students learn how to research through their learning experiences.

SCAFFOLD

The approach known as ‘scaffolded learning’ is described in the educational literature as the help and support provided to students, by both teachers and peers, that is gradually rebuilt or removed as the student gains the skills to be more independent. There are many ways that support can be provided including: dividing material or skills to be learned into organised chunks; gradually extending the complexity of tasks; providing examples; checking student understanding and clarifying areas of difficulty; and using illustrations, or metaphors to provide alternative ways to understand concepts. The concept of scaffolding informs the design of instructional activities at the course, programme and curriculum levels.

SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)

The scholarship of teaching and learning encompasses practices that engage teachers in looking closely and critically at student learning in order to improve their own courses and programmes, and to share their insights with other educators (Hutchings, Huber, and Ciccone, 2011). SoTL can be understood as an approach that combines scholarly inquiry with the intellectual tasks that make up the work of teaching, i.e. designing a course, facilitating learning activities, testing new pedagogical ideas and determining student learning outcomes (Schulman, 1998). As Kern et al (2015) argue, ‘The three important attributes of SoTL (and which distinguish SoTL from excellent teaching) are ‘that the inquiry must be systematic or methodical to gain credible results, be shared in order to advance the goal of improving practice outside one’s own classroom and that the ultimate goal be the students’ learning that results from the faculty member’s teaching’. Finally, SoTL research may include, but is not limited to, reflection and analysis, interviews and focus groups, questionnaires and surveys, content analysis of text, secondary analysis of existing data, observational research, and case studies.

TEACHING SCHOLARS

Teaching scholars lead in demonstrating best practice teaching and learning and are exemplars for sharing and disseminating this work. Teaching Scholars lead SoTL and engage in innovative curriculum design, development and delivery, as appropriate to the level of academic appointment. Appointment to the role of Teaching Scholar requires evidence of teaching excellence, scholarly engagement with the relevant disciplinary and pedagogical literatures, and active and proven engagement with the scholarship of teaching and learning. The evidence of scholarship can include the publication of scholarly articles in leading journals, or its research equivalent in other disciplines.

TE TIRITI O WAITANGI-LED

Massey University has commenced the journey of what it means to be a Te Tiriti o Waitangi-led university. This means ensuring the principles and values of Te Tiriti o Waitangi, New Zealand’s founding document, are visible, recognised and implemented in terms of how we engage with the communities we serve; through teaching, research and community engagement.

TRANSDISCIPLINARY

Transdisciplinary generally combines an interdisciplinary process with a participatory approach that results in a new approach to teaching or research that is considered ‘more than sum of its parts’. To be transdisciplinary means generating knowledge that has both academic and practical implications and can bring a range of disciplines into a coherent whole. This is an approach often applied to ‘real world’ problem solving, which requires not only intellectual integration but also the political negotiation of conflicting or competing interests.

