

## TEACHING AND LEARNING FRAMEWORK

### **Purpose**

The

### **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'<sup>1</sup> 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 21<sup>st</sup> 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

---

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

Massey University Policy Guide  
**Teaching and Learning Framework G G**

materials, equivalence and the use of graduate profiles have or are being established. An Academic Development Framework, led by the National Centre for Teaching and Learning and the Campus Centres at Albany, Manawatu, and Wellington is being implemented.

## Defining Platforms

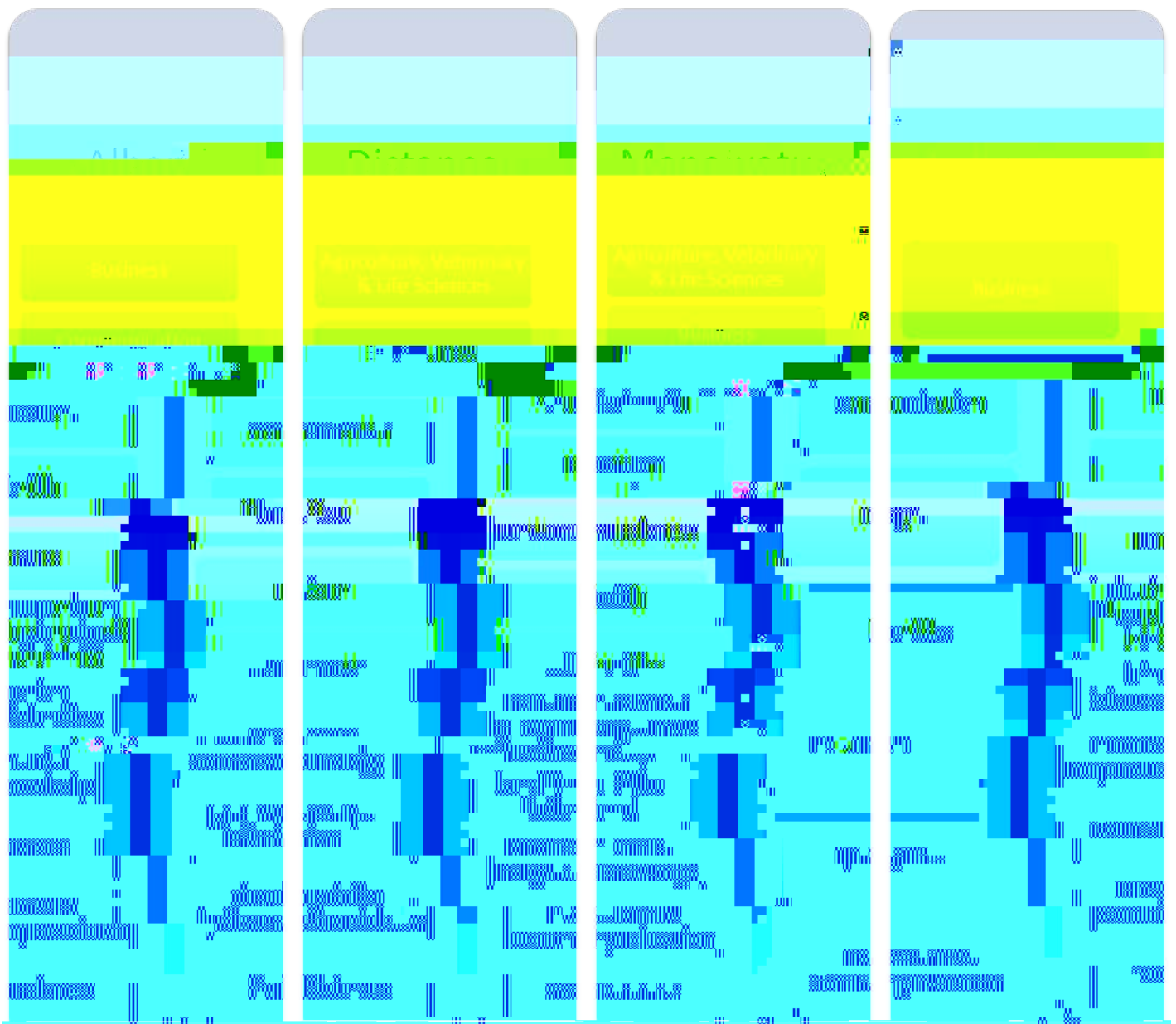
Massey's Defining Platforms identify the core disciplinary and curricula contexts within which students can engage with and focus their learning. The Platforms align with the Research Strategy 2012-2014 in a number of areas in which the University has identified capacity to be a world-leader. For example, 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), 21<sup>st</sup> 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.

Defining Platforms by Campus



## **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:**

Nil

### **Legal compliance:**

Nil

### **Related procedures / documents:**

Academic Policies and Procedures in the Policy Guide  
Strategy Documents available from the AVC (Academic & International)

### **Document Management Control:**

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