

Given these principles, and to realise the vision, there are four overarching goals. These are to:

1. Create an exemplary learning and teaching environment
2. Engage students with rich and diverse educational opportunities
3. Enhance staff capabilities to facilitate the provision of high-quality educational experiences
4. Enhance the quality of the teaching and learning environment.

Each goal is considered below together with a range of strategies to help realise the goal. In the 'Guidelines for Teaching at Otago' document, which underpins this Teaching and Learning Plan, practical advice is provided to the institution, departments and academics to assist with enacting and realising these goals and strategies.

Overarching Goals

1. Create an exemplary learning and teaching environment by

- a. Employing knowledgeable and enthusiastic teachers
- b. Recognising diversity in students and the courses they take
- c. Dynamically developing and continuously updating subject areas to ensure they are current and relevant, informed by the latest research
- d. Using technology wisely in teaching
- e. Providing high quality information resources and services to support scholarly research and skill development
- f. Developing engaging teaching and learning spaces.

2. Engage students with rich and diverse educational opportunities by

- a. Promoting student-centred learning approaches
- b. Promoting research-informed teaching and student involvement in research
- c. Encouraging and supporting students to broaden their learning experiences.

3. Enhance staff capabilities to facilitate the provision of high-quality educational experiences by

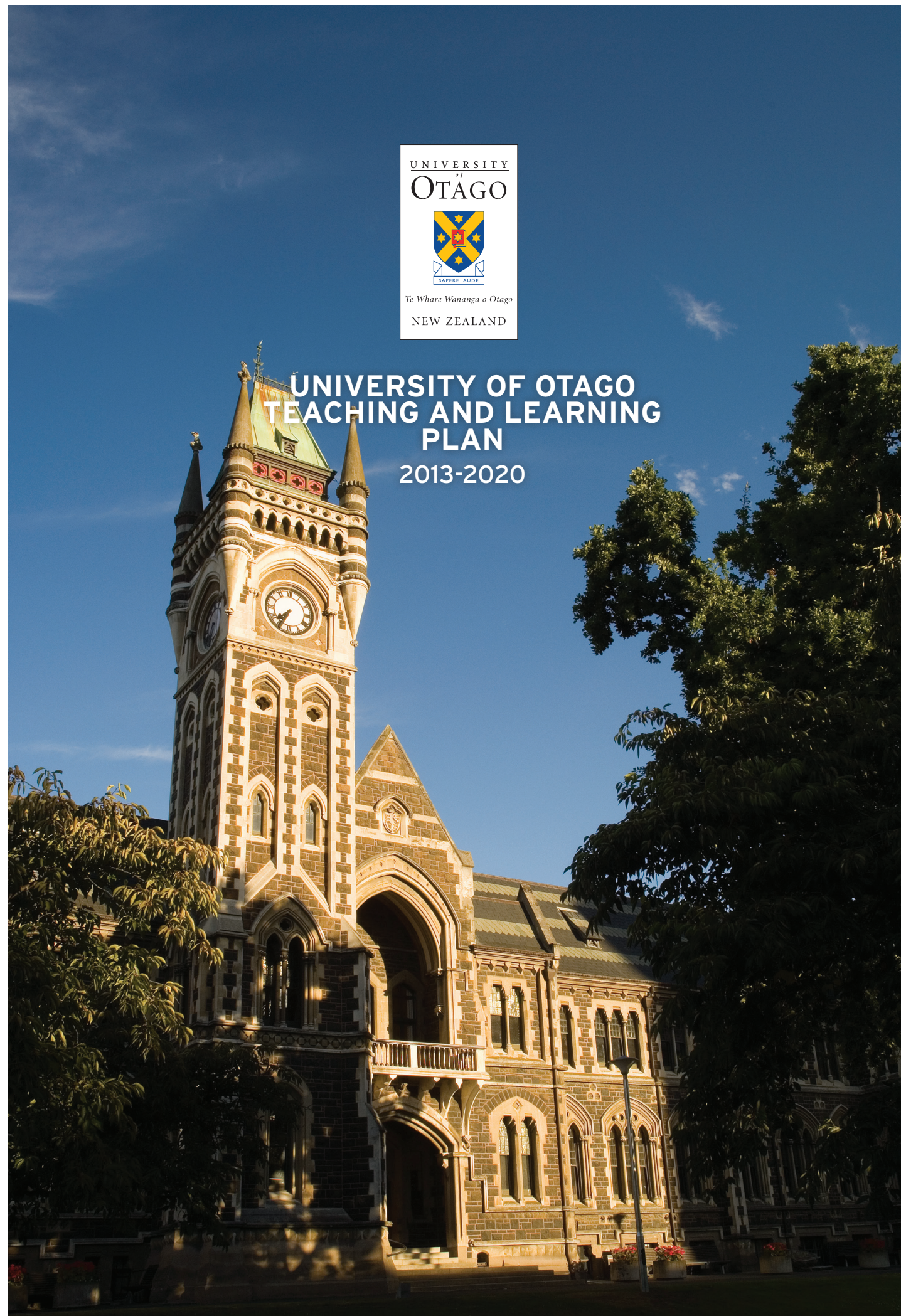
- a. Encouraging new teachers to undertake professional development
- b. Promoting research into teaching
- c. Providing on-going support through a range of professional development opportunities
- d. Acknowledging and rewarding excellent teaching
- e. Showcasing best teaching practice and higher education research.

4. Enhance the quality of teaching and the learning environment by

- a. Promoting the use of quality assurance processes
- b. Embedding the *Otago Graduate Profile* in curricula and co-curricular experiences
- c. Regularly gathering and acting on an appropriate range of evaluative data
- d. Engaging in a cycle of reviews.



UNIVERSITY OF OTAGO TEACHING AND LEARNING PLAN 2013-2020



University of Otago Teaching and Learning Plan 2013-2020

The seven imperatives identified in the University of Otago’s current strategic plan, *Strategic Direction to 2020*, all intersect either directly or implicitly with teaching and learning at the University. Our successes in –

- Excellence in Research
- Excellence in Teaching
- Outstanding Student Experiences
- Outstanding Campus Environments
- Commitment as a Local, National and Global Citizen
- Strong External Engagement
- Sustaining Capability

- shape every student’s capacity to engage with their learning during their time at Otago but they also instill a deep yearning for scholarly discovery and invention after they complete their study and leave this University. The overarching graduate attributes that we seek to inculcate in all our students have been carefully chosen to help ensure that they start their careers with the expertise, social attitudes and principles that will allow them to advance effectively in their chosen careers, and to grow as morally responsible people, while retaining a resilient passion for lifelong learning. This Teaching and Learning Plan draws together the University’s aspirations and goals for the development of teaching and learning excellence at the University of Otago. Our aim in disseminating this Plan is to convey to colleagues at the University the scope of teaching-related initiatives, being undertaken by CALT, the academic teaching divisions and by other clusters of likeminded colleagues, in a novel, succinct way that allows staff to extract key messages and advice, without the burden of the explicatory detail on which our Plan is built.

Professor Vernon Squire
Deputy Vice-Chancellor (Academic & International)
November 2013

Vision

A research-led University with an international reputation for excellence

Mission

The University of Otago will create, advance, preserve, promote and apply knowledge, critical thinking, and intellectual independence to enhance the understanding, development and well-being of individuals, society and the environment. It will achieve these goals by building on foundations of broad research and teaching capabilities, unique campus learning environments, its nationwide presence and mana, and international links.

The University of Otago Graduate Profile

a) Generic graduate profile

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to this discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

b) These attributes involve substantial affective elements:

GLOBAL PERSPECTIVE: Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship

INTERDISCIPLINARY PERSPECTIVE: Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines

LIFELONG LEARNING: Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment

SCHOLARSHIP: Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

c) These attributes include those most often sought by employers:

COMMUNICATION: Ability to communicate information, arguments and analyses effectively, both orally and in writing

CRITICAL THINKING: Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity

CULTURAL UNDERSTANDING: Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

ETHICS: Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community

ENVIRONMENTAL LITERACY: Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems

INFORMATION LITERACY: Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity

RESEARCH: Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively

SELF-MOTIVATION: Capacity for self-directed activity and the ability to work independently

TEAMWORK: Ability to work effectively as both a team leader and a team member

Guiding Principles

In developing strategic directions for teaching and learning, the University is committed to the following principles:

- Recognising that teaching, learning and research activities are a partnership between staff and students
- Investing in, and recognising, outstanding staff
- Instilling a strong teaching culture
- Offering internationally recognised programmes
- Achieving a synergy between teaching and research
- Developing and retaining top quality students
- Recognising and embracing diversity in students
- Promoting learning as a community benefit.