



Mazoon College

Teaching and Learning Policy

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Definitions

Term	Definition
Active learning	Methods of learning where students are actively involved and engaged with the subject, rather than being passive receivers of information
Autonomy	Students' capacity to take responsibility for their own learning
Outcomes based approach	Approach to teaching and learning that is based on determining what a student knows and can do at the end of a period of learning
Reflection	Students' capacity to review their learning experiences and academic decisions
Student-centered	Students at the center of the learning process, rather than the teacher; teacher as facilitator of student learning rather than a transmitter of knowledge
Teaching research nexus	Connection or point of intersection between teaching and research (research-informed teaching)

1. Introduction

Teaching and learning, along with research and community engagement, is at the core of the academic endeavor. It is important that students are introduced to their future disciplines through considered and deliberate teaching and learning approaches.

2. Purpose of policy

This policy aims to provide for a common approach to teaching and learning at Mazoon College in order to provide the optimum benefit for students to meet their educational needs and to develop disciplinary and graduate attributes.

3. Rationale for policy

The need for this policy lies in the necessity to approach teaching and learning from a common philosophical approach, while allowing for the differences in disciplinary approaches to the generation of new knowledge.

4. Scope of policy

The Teaching and Learning Policy applies to the teaching and learning in all programs and courses offered at Mazoon College.

5. Policy statement

5.1 Underlying philosophy

This policy is based on an outcomes-based approach to education, which is student-centered, to meet the educational needs of students at Mazoon College. The focus of teaching and learning is on student's active learning (what they know and can apply) rather than passive transmission of knowledge, as well as on higher order cognitive skills.

5.2 Learning opportunities

Mazoon College seeks to optimize learning opportunities for students and to meet their needs through a variety of mechanisms, including but not limited to classroom activities, independent study, field trips, practical activities, workplace learning, tutorial programs, academic mentoring, research, community engagement and e-learning support.

5.3 Acquiring graduate attributes

Through these activities, students are given opportunities to achieve the graduate attributes of the institutions that promote critical thinking, reflection, problem solving, the development of independent learners, teamwork, autonomy and responsibility. Students should be encouraged to undertake academic writing in the discipline and to learn how to learn in their

respective disciplines. Furthermore, academic staff should accommodate a range of student learning styles through the provision of a range of teaching methods. Learning opportunities should develop the students' knowledge, skills and competences (applying knowledge and skills in an integrated way). The acquisition of appropriate professional values and attitudes should also be inculcated.

5.4 *Research-informed teaching*

Academic staff must undertake research in their disciplines and in the teaching of their disciplines, to ensure that their teaching is informed by their research. In this way the teaching research nexus is created and maintained.

5.5 *Academic staff development*

Academic staff are provided with development opportunities to ensure that they keep updated on teaching and learning issues and should engage in benchmarking activities. Staff development is an integral part of improving quality.¹

6. Implementation guidelines

6.1 *Roles and responsibilities of academic staff*

Teaching staff have the following responsibilities:

- Provide a variety of learning experiences for students
- Adapt their teaching strategies to meet the different needs of students based on their prior learning
- Encourage students to actively engage with the learning
- Develop the academic literacy of students in the discipline
- Ensure an appropriate balance between theoretical and practical learning
- Prepare for student learning and assessment and provide structure and sequence for the student learning using the following:
 - Course guidelines (as per the Course Guidelines for Students) Learning materials
 - Audio-visual aids
 - E-learning programs Assessment tools
- Provide timely feedback to students on both formative and summative assessment
- Provide a bridge between past learning and new learning demands

¹ Please refer to the Teaching and Learning Manual for specific guidelines on administrative procedures for teaching.

- Make known their expectations of students explicit, in terms of the approach to teaching and learning, learning outcomes of the course and/or program and assessment methods
- Provide consultation times for students and make themselves available for meetings with students on request
- Prepare action plans based on student, peer and other reviews
- Ensure a reasonable workload for students based on the outcomes and the credit hours or credit points
- Engage in academic advising of students regarding the program and its requirements
- Coordinate and lead academic clubs
- Provide remedial support for on probation students
- Work with tutors and mentors to ensure a consistent approach to supplementary learning opportunities provided to students
- Maintain records of the teaching and learning experience including:
 - Coverage of learning to achieve the outcomes
 - Assessment results
 - Attendance
 - Students on probation

6.2 Roles and responsibilities of students

Students have the responsibility to:

- Attend all academic activities related to the course including preparing for classes, meeting deadlines and attending tutorials if required
- Prepare and undertake all prescribed assessments
- Be familiar with the reference texts
- Engage in all supplementary learning activities such as additional assignments, tutorials, one on one sessions with staff.

7. Monitoring and review of the policy

The implementation of this policy will be monitored by academic departments through the following mechanisms:

- Departmental annual report
- Reports on departmental operation
- Program reviews
- Surveys