



Learning and Teaching at Carey

Important update for students: Semester 2 2020

Semester one 2020, and the restrictions imposed due to Covid-19, required that Carey implement some aspects of online teaching with urgency! We have surveyed the student body twice during this semester. A detailed summary of this data is being prepared and will be shared with students shortly – the clear messages that have come from both students and the teaching team indicate that a) fully online learning does not work for many, b) our students appreciate a diverse range of learning approaches and styles, and c) students appreciate and value instances where technology is appropriately and explicitly matched to key learning tasks. In consultation with the student association (SASS) and our student academic representatives, we have decided to adjust our learning and teaching approach for semester two 2020 so that we can take forward some of the benefits from semester one that align with Carey’s learning and teaching strategy. Semester two courses will incorporate “blended learning” approaches, mixing on-campus, face-to-face class opportunities with online classes (Zoom). Carey courses will continue to utilise web-based technologies to facilitate access to a range of digital resources and artefacts, and enable interaction between students, as well as students and teachers. This approach embodies our understanding of ako.

Semester two courses will continue to be available “onsite” and via “distance” modes as we appreciate that individual preferences and circumstances mean that different approaches work better for some than for others. Weekly taught courses in S2 2020 will typically have:

- A regular 2-hour class timetabled on campus (within the originally advertised timeslot)
- A fortnightly Zoom class that will be recommended for ALL students (onsite and distance) (Both the class and Zoom will be recorded for those who are not able to attend)
- A CareyOnline course shell which will contain a range of resources to support learning and enable asynchronous student/teacher interaction and collaboration.
- Regular access to teachers via office hours (both onsite and via Zoom)
- Assessment will progressively be adapted (ie into 2021 and beyond) to recognise critical engagement with materials and with other students (interaction and participation) via BOTH the onsite and online activities.

Why are we making these changes? Carey has come to a clear articulation of our learning and teaching strategy and philosophy. Through the process of consulting and developing our Carey Strategy 2030 (during 2018/2019), and the subsequent development and approval of our Learning and Teaching Strategy late in 2019, we now have a clear set of principles and priorities that will guide our programme and course development, and shape the priorities for teacher development for the next few years. Carey is committed to the notion of ako - facilitating and building a community that supports, nurtures and facilitates transformational learning opportunities. Our student body is diverse and an increasing number of students undertake learning “at a distance” and remain in their own regional contexts. Carey is committed to supporting both our “onsite” and “distance” students equally, and will increasingly develop programmes and curricula that build learning communities that are not bound by geographical boundaries. Carey is committed to incorporating educational technology in a range of appropriate ways to enable active, student-centred and collaborative learning environments.

Our Learning and Teaching strategy highlights the following guiding principles:

- Carey is committed to building a learning community that focusses on spiritual formation as much as academic achievement, and equips learners to contribute and lead within their respective contexts. We believe deep learning occurs when we are asked to articulate, defend and debate our viewpoints with others... hence we say our learning and teaching approach is “relational”.
- Carey’s conceptualisation of integrative theology explicitly acknowledges the interplay of three key elements: God’s word (knowing), Gods work (practice) and God’s world (context) – all of which need to be considered and recognised within our curriculum and programmes as appropriate sources of knowledge.
- Curriculum development will be consistent with the guiding principles of Carey’s integrative approach to theological education – inquiry-based, personalised and collaborative, technology enhanced, formational, interdisciplinary and research-led.
- Teaching approaches optimise opportunities that learning technologies offer – allowing flexible access, curation of high quality resources, access to current research and to a wide range of resources.
- Learner engagement and success is the primary purpose and expected outcome and thus we will seek to facilitate learning activities that utilise real-world, inquiry-based approaches that encourage student collaboration and active engagement.

It is important to highlight the fact that a typical 15 credit course comprises 150 learning hours (this is an NZQA requirement). We anticipate that over the 17 week semester you will need to protect 7-10 hours per week for each course (including class time) to get the best out of your courses.

The revised and finalised semester two timetable (showing classes and Zoom times) will be published in the next few days. Further details will be available on your CareyOnline course which will be available to you from the 14 July (week prior to semester start 20 July).

If you have any questions or concerns about any of these changes please feel free to contact Rob Ayres (Academic Director) on rob.ayres@carey.ac.nz

Ngā mihi nui

Dr John Tucker (Principal)

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