



THE CATHOLIC INSTITUTE
OF AOTEAROA NEW ZEALAND
Te Pūtahi Katorika ki Aotearoa

**DISTANCE EDUCATION-
ONLINE (CANVAS-USERS)
STUDENT MANUAL
2019**

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**The Catholic Institute
of Aotearoa New Zealand
Te Pūtahi Katorika ki Aotearoa**

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Tutors and Courses

Code	Course Title	Tutors
RE502	Spirituality for Teachers	Jeanette Atabelo 6A Ti Nana Crescent Henderson, Auckland, 0610 Phone: 022 405 6781 Email: jen.atabelo@gmail.com
SC501 SC502 TH501 TH502	Understanding the Old Testament Interpreting the New Testament What Catholics Believe What is Theology?	Dr Christopher Longhurst The Catholic Institute PO Box 12243, Wellington 6144 Phone: (04) 650 2970 Email: c.longhurst@tci.ac.nz
TH504	Catholic Social Teaching	Catherine Gibbs Email: cmgibbs543@gmail.com
RE504	Teaching in a Catholic School	Lyn Smith The Catholic Institute Private Bag 47904, Ponsonby Auckland 1144 Phone: (09) 378 4574 Email: l.smith@tci.ac.nz
RE501	Religious Education Today	Paul Shannon 51 Grey Street, Hamilton East 3216 Phone: 07 8566989 Mobile: 021 755187 Email: pauls@cdh.org.nz

Timetable 2019

SEMESTER 1		SEMESTER 2	
18 Feb	Semester 1 begins	08 Jul	Semester 2 begins
04 Mar	No late enrolments after this date	22 Jul	No late enrolments after this date
18 Mar	Last date for withdrawal from a course	05 Aug	Last date for withdrawal from a course
24 May	Course evaluation due	11 Oct	Course evaluation due
07 Jun	Semester Ends	25 Oct	Semester Ends

The Online Courses run by Semester and deadlines for assignments vary across courses. Hence, the first thing you need to do is to look at the Calendar of your Canvas, to check the deadlines the tutor has set and sync these to your personal diary.

General information

It is important that you read this *Distance Education Online Student Manual* in conjunction with the *Student Manual* for policies procedures, forms, etc. Both manuals are available at www.tci.ac.nz. Please contact the registrar if you would like a hard copy.

Entry requirements

The student entry requirements for the *New Zealand Certificate in Christian Studies* (Level 5) strand *Christian Ministry* (with sub-majors in Pastoral Ministry, Catholic Youth Ministry, Prison Ministry and Hospital Ministry) and *New Zealand Certificate in Christian Studies* (Level 5) strand *Religious Education* (options: in-service for teachers; pre-service for teacher trainees; others involved in Catholic education) are:

- a proven ability to cope with tertiary education and motivation to learn at this level

- be at least 17 years old and have left school
- an interest in understanding the Catholic faith tradition more deeply

The student entry requirements for the *New Zealand Diploma in Christian Studies* (level 6) with strands in *Christian Leadership, Pastoral Ministry, Religious Education and Theological Studies* are:

- *New Zealand Certificate in Christian Studies* (Level 5) with strands in *Christian Ministry and Religious Education*

Or

- Evidence of equivalent work experience and study in a registered qualification to at least level 5 in Theology or Religious Education

Assessment requirements

You need to demonstrate competence in each course by completing and submitting assessment tasks. Each course receives one of the following grades:

Grades (%):	A+ 90-100	A 85 – 89	A– 80– 84	B+ 75– 79	B 70 – 74	B– 65– 69
	C+ 60 – 64	C 55– 59	C– 50– 54	D+ 45 – 49	D 40 – 44	E 0- 39

A total pass mark of at least 50% is required for course completion.

Course withdrawals

It is important that you communicate with your tutor. If you have not submitted any journals or have not been in contact with your tutor with an explanation, we would assume that you are no longer pursuing the course. So please make your presence felt and if you are no longer joining the course, make sure to inform your tutor about it BEFORE the withdrawal deadline.

Students who withdraw will have to pay the administration fees. (See Student Manual).

Policies and procedures

TCI has many policies and procedures. You may request these at any time from the Head of Student and Business Support. Some are included in the Disclosure of Information to Students and all are in the *Student Manual* on the website www.tci.ac.nz.

Assessments

Late submission and extensions

Most TCI students are juggling several balls- work, family and even other studies at other institutions. There are times you may find it hard to meet the deadlines. That's fine, we totally understand. The first thing you need to do is to email your tutor BEFORE the deadline and request an extension. Please bear in mind that most of our tutors work for us part-time and are under contract. It is best that we conclude the course on time or, in case of extension, within a reasonable period. In such a way, it is also fair for your tutor. Our tutors are not just top-notch religious educators and theologians, they are also

incredibly passionate teachers who deeply care for their students. Most of them are willing to stretch the extra mile to help you out but we also need you to consider their work limitations. Try to meet them half-way by trying as much as possible to submit your assessments on time and if you cannot, inform them and be definite on how much time you need to finish. Otherwise, you have an option to withdraw and re-enrol in the course the following school year. In this case, the Distance Coordinator will work this out with you.

Return of assignments

This depends on the size of the class, but the standard is that your tutor will return the results 2-3 weeks after the Assessment due date.

Reassessment / extensions/ moderation

Please ask your tutor. All relevant policies are on our website under Admission / Enrolment.

Academic misconduct and plagiarism

Honesty is the ONLY policy! At TCI we take the issues of academic misconduct and plagiarism seriously. Asking someone to do the work on your behalf, doing someone's else's assignment or using someone's work without acknowledging them as authors to gain an academic advantage is unacceptable and is not tolerated at TCI.

Make sure you acknowledge all your information sources. Do this through the proper use of APA as per our referencing format (see below).

You can view our policies and procedures on [Academic Honesty](#) from the TCI website.

Interest students

TCI encourages students to complete qualifications. However, if you want to enrol in a course for personal development, completing the assessment tasks is optional. The course will not be credited towards any qualification. Students who are not studying for a qualification are not eligible for the Common Good Scholarship.

Evaluation

Please complete the evaluation form by the timetabled date. You will be sent a link close to the time. If you do not have internet access, you will be mailed a form for completion. Please post it to TCI Evaluations, PO Box 12243, Wellington 6144. Evaluation is crucial to our on-going improvement. TCI also needs to report to various government agencies, including the Tertiary Education Commission and the New Zealand Qualifications Authority. Your tutor will not see any evaluations until all marked assessment tasks have been returned.

Study concerns

From time to time you may feel concerned about your progress. If you have any questions or issues about the course, please contact your tutor or the Distance Coordinator.

Student Guidance

If you need some guidance on your study options and progress, get in touch with your tutor or Distance Coordinator. If necessary, you can contact or meet with the Head of Student & Business Support s.wilson@tci.ac.nz. (See *Student Manual for Student Concerns and Student Guidance*).

Māori and Pasifika Support

We have a Pasifika Engagement Officer, Melania Luka-Lui. Please feel free to get in touch with her by email: m.luka-lui@tci.ac.nz or by phone: 04-819 8380

Students with English as a Second Language

Help is available to students with ESOL and learning disabilities. This may include individual tutorials and study skills. Please discuss with your lecturer for required assistance.

Counselling Support

Counselling is generally available to students through Catholic Social Services. This is usually a free service, but a donation is appreciated. Contact the Distance Coordinator for more information.

Assessment in Te Reo and Tikanga Māori

TCI offers the use of Te Reo Māori and Tikanga Māori in assessments for those students who request it. Students are to inform the Head of Student & Business Support of such requests with their application and enrolment before the commencement of the course.

Scholarships

An amount of money is available to offset some of the study fees. Students who are experiencing hardship may apply for scholarships to assist with fees if studying toward a qualification.

TCI is committed to increasing participation of Māori and Pacific Island students. To help facilitate this there are eight scholarships designated for Māori students and six for Pacific Island students.

Students should complete the application form in (see Section C of the Student Manual). The Head of Student & Business Support will inform students about the success of their application.

When you receive a scholarship, this comes with the expectation that you will finish the course along with the Assessments. If you do not pass the Assessments, you will not be able to apply for another scholarship until you have passed the Assessment.

Please see our website: www.tci.ac.nz/fees for more information on scholarships and for an application form.

Students with Disabilities

Students with disabilities need to indicate their disabilities in the enrolment form. This enables TCI to prepare for student needs. Students are also encouraged to discuss this with their lecturers. Confidentiality will always be respected.

There are designated parking spaces for people with disabilities at all the teaching sites. Most sites also have facilities for people with disabilities. If you require specific information, please contact the site coordinator.

Tutorials

The Head of Student & Business Support will offer information about resources available at TCI for students who may require extra tuition or reading/writing assistance. Individual tuition is available on request.

Records

Your academic record is held by TCI. You may view your own academic record on request. You will receive a transcript of your record at graduation or at the completion of the qualification. You may also request one at any time from the registrar.

Privacy information

TCI may not give out information about you without your permission. Information about the disclosure of information to government bodies can be found in the enrolment package. There are policies and procedures on privacy principles on the website.

Copyright

You are, basically, the creator and owner of the resources you develop within the course. This refers to your essays, reports, PowerPoint presentations etc. Within your work, you must have drawn from the wisdom of other authors, in which case you must acknowledge them, as underpinned by the section on Academic Misconduct and Plagiarism.

Similarly, the Course Materials used in your class(es) belong to TCI. They have been developed by the tutors and staff of TCI for the purpose of teaching. These Course Materials are owned by TCI, thus, if you aim to use them outside the course for your work or ministry, you need to ask the permission of TCI through your tutors and acknowledge TCI in your presentation.

Read more about Copyright policies in New Zealand

<https://www.iponz.govt.nz/about-ip/copyright/#copyright-users>

<https://www.copyright.co.nz/understanding-copyright/elearning>

<https://www.education.govt.nz/footer/copyright/>

Appeals and Complaints

There is a formal set of procedures in the event of an appeal and/or complaint. Refer to Complaints, Grievances and Appeals Procedures in the Policy and Procedures section of this manual. In the case where students are not satisfied with the internal and external procedures

at TCI and would like a resolution service, they are advised to contact the Quality Commission, of which TCI is a member. Information can be found at www.qualitycommission.co.nz.
 Contact email: commissioner@qualitycommission.co.nz
 Freephone: 0508 266 647. or: 04 387 4093.

In the case where students are not satisfied with the internal and external procedures at TCI, they are advised to contact the New Zealand Qualifications Authority. The address is:

Address: 125 The Terrace, WELLINGTON
 Tel: 04 802 3000

Who to contact:

I have changed my name or address	Registrar
I need to change the courses I'm enrolled in	Registrar
I don't think I can do the next course I'm enrolled in	Registrar
I want to know if my journal/assessment task was received	Tutor
I think I have missed a deadline	Tutor
I don't understand the assessment tasks	Tutor
I think my grade is incorrect	Tutor
I think I should withdraw	Tutor
I am going to withdraw	Tutor & Distance Education Coordinator
I am having trouble keeping up with the work	Tutor
I want to know the entry requirements and course information for another programme of study I am interested in	Available on page 4 of this manual or contact the Head of Student & Business Support (HSBS)
Due to unforeseen circumstances, I cannot complete part of the assessment tasks	Tutor
I want to make a complaint	Tutor first, then HSBS if not resolved. See the complaints policy
I want a copy of a policy	Website or HSBS
I want to know if my TCI diploma can be credited to a theology degree	HSBS
I want to know if TCI will award me credit for relevant prior learning/current competency	HSBS
I'm a teacher in a Catholic school and want to know about credit hours and Catholic Schools' certification	Diocesan RE Consultants
I want a copy of my transcript	Registrar
I want to apply for a scholarship	HSBS <u>and</u> www.tci.ac.z/fees
I've failed my assessment task and I want to resubmit my work	Tutor
I want to know about fees	HSBS
I can't see the tutor's comments on my work	Tutor

I want to know about privacy issues/my records	Registrar
I want to see all my records	Registrar
I want to do more than one course per semester	Distance Education Coordinator
I'm confused about how long my answers to the journal questions should be	Tutor
My tutor hasn't acknowledged receiving my work	Tutor first, then the Distance Education Coordinator
My tutor hasn't returned my journal within the suggested timeframe	Distance Education Coordinator
Any question regarding this handout	Distance Education Coordinator

Studying Online

What is Online Learning?

There are different jargons used—distance learning, online learning, e-learning, virtual education. For our purposes, we will connote online learning as e-learning. Mark Nichols (2008) gave a simple and straightforward definition:

“E-learning (Online Learning) is pedagogy empowered by digital technology”

This means, that learning is facilitated by digital technology but is always directed by pedagogy. In fact, the pedagogy employed by TCI is designed around the unique needs of the adult learners. Adult learners are often working full-time, taking care of family and/or serving in various ministries while we study. Thus, we understand that if we are to be effective in our studies, we need the flexibility to work in our own time (and space), with a pedagogy that is relevant to our work and faith development, and which is also engaging. Engagement here means using a variety of multi-media resources (e.g. videos, images, internet sources) and learning in community with like-minded individuals.

The centre of online learning is YOU, not the technology (or Canvas). The technology is meant to help you learn better. Thus, to some of you for whom the lack of face-to-face interaction would be a big adjustment, don't get disheartened. Contact your tutor or the distance coordinator. Virtual doesn't mean it is not personal. In fact, you will soon discover that you would have developed community with your tutors and fellow learners as you go along. The thing to remember in successful e-learning is that “you get as much out as you put in”.

Canvas

Canvas is a Learning Management System (LMS) like Moodle or Blackboard, which are used in many Private Training Establishments (PTEs) and universities in New Zealand. It is a virtual or cloud-based classroom where you can access the course content and go through the learning process with your tutor and fellow-online learners. It is portable, meaning you can access it anywhere in the world and at any time. Most of our courses are designed for asynchronous and independent learning.

It would help to orient yourself about Canvas before you begin your studies. It gets easier as you go.

When you get your Canvas account, you can view the [Canvas Guide 2018](#) for students on www.tci.acnz/student manual. the TCI website. You don't need to read all of this, you can start by reading about functions which will be useful in your studies such as:

- Assignments
- Calendar
- Discussions
- Calendar
- Quizzes
- Grades
- Profile and User Setting

Getting into Canvas

The registrar will send you the information to activate your Canvas Account on the first day of the semester. Make sure you activate your Account as soon as you receive your details. Once you are in Canvas, set up your profile by uploading a picture of yourself (optional) and some of your details. Being in Canvas means you have joined a community of learners. The Discussions would usually begin with an introduction from your tutor. Feel free to join in and say a few words about yourself.

For any concerns in activating your Canvas account, please get in touch with our Registrar, Ann King by email: a.king@tci.ac.nz or phone: 04 819 8381

Successful Online Learning

One of the best things about e-learning is having more control over your time. It suits time-poor and busy people well. However, to be successful as an e-learner means taking full responsibility for your learning. A good online learning experience is designed to have the teacher as a "guide on the side" rather than a "sage on the stage". To make the most of your learning you need to consider two factors. These are the conditions or requirements you need to support your learning and the habits you should have or need to develop.

These **conditions** are:

- Access to the internet – You need to have reliable access to the internet. Aside from your home, other spaces you can have internet access would be public libraries. If this is a concern for you, get in touch with the Distance Coordinator to see what arrangements can be made to assist you.
- Email Account – Following from the hardware requirement is having an email account, where most communications from your tutor and Distance Coordinator would be coming from.

- Hardware- This refers to having a laptop or personal computer to do your work. If you are using computers at public libraries, make sure you save your work in the Cloud, which you can have for free from your emails.
- Basic knowledge of Microsoft– This is to write up your assignments. Applications that you would need are Microsoft Word and PowerPoint.
- Basic knowledge of using the internet – Ability to at least do a Google search or use a social media account would be very helpful. In fact, if you know how to use Facebook, there is a good chance it would be easy for you to use Canvas.

There are four **habits** online learning would ask from you:

- Time management- You need to set aside at least 10 hours a week to view your Canvas account, participate in the discussion and do the assessments. It is best to break down those 10 hours into bite sizes of 2 hours per day. If you keep to a regular schedule, you will make the most of your learning.
- Participate in class –Online learning is not meant for lone wolves. You get the most from Online Learning by exchanging ideas with your tutors and fellow-learners. Try to meet the deadlines, particularly with the submission of Assessments. The reason is that once the Assessment task due date is met, your access to the Assessment closes, and when the Semester ends, your access to the course is also terminated. If you have concerns in meeting the deadlines, get in touch with your tutor at least 5 days before the due dates.
- Communicate- If you don't know or are not sure of something-ASK. If you have concerns- ASK. If you need to say something- SPEAK (or EMAIL) UP. Since everyone interacts in the virtual space, the only way you can get your ideas or your needs across is to communicate them. If you have any concerns, email your tutor or the Distance Education Coordinator (m.bernardo@tci.ac.nz).
- Practice Netiquette – When you communicate, whether to the tutor or your classmates, privately in email or in a group during a discussion, it is important to do so respectfully and mindful of the cultural diversity within your class. What does this mean? This means the following:
 - Be mindful of the way you write your message. Here are some useful tips: <http://smallbusinesshub.co.nz/mind-manners-email-etiquette-checklist/>
 - Be mindful of your emotional state when you write your message. Most often, this would dictate the tone of how you write your message. Since you are interfacing asynchronously you have the time and space to sort through your feelings before you send your message.

- Be mindful of the diversity of the people in your class. What you think is a good joke may not be so for the rest. This is tricky because you cannot see the visual cues which a face-to-face interaction offers. So, avoid comments that have undertones on sex, gender, religion, politics or the like. We all need to practice cultural safety, more so in the online environment. The best way is to keep in mind that not all people are like you and that New Zealand is a multicultural society. If you slip, and that can happen, with no intention of harm, own up and apologise.

You can view other tips to be a successful online learner from <https://online.ben.edu/programs/mba/resources/qualities-of-a-successful-online-student>
<http://www.bbc.co.uk/webwise/guides/about-netiquette>

Writing guidelines for your assessment tasks

NB: Authenticity of assessments is of the utmost importance. Students must ensure that all assessments are their own. There must be no copying. Plagiarism is illegal.

Read through the following guidelines before beginning to write:

1. Read the Assessment Task and make sure you understand the instructions. If not, ask your tutor. The earlier you clarify this, the better.
2. Watch the word-limit, you can only go 10% over the limit. The limit is a good way to focus your writing on what the question is really asking.
3. Look at the marking criteria to see what is expected of you and how much weight is given to each aspect of your answer.
4. Your introduction sentence will be an overview of your answer, it will show you understand the assessment task and set the tone for your arguments/discussions.
5. Write simply; avoid jargon or overlong sentences. Focus on answering the question.
6. Make sure you have a conclusion that wraps up your ideas. This could be a brief summary of the major points of your essay. You can also include some recommendations.
7. Always acknowledge the sources you have used. If you can not cite the source, then you must not use it.

Referencing guidelines

Students at TCI can use either the footnote (e.g. Chicago or Turabian) or in-text referencing (the American Psychological Association (APA) system of citing and referencing the various sources you have used in your assessment tasks, i.e., books, articles, electronic resources.

The University of Waikato gives some useful guidelines in applying APA. See <https://www.waikato.ac.nz/library/study/referencing/styles/apa>.

Basically there are two types of acknowledgement: **in text** and in the **reference list** at the end of your work.

In-text citations

These identify the author, publication date and page of the ideas you have used in your work. For example, you may have read something in an article by Francis Brown on the use of silence within the liturgy and want to paraphrase it. You would write it like this:

According to Brown (2008, p. 9), there are four main reasons for silence during the normal Sunday liturgy...

Here is an example of what to do if you want to use the exact words of an author:

Unfortunately, some liturgy committees seem to fear silence. Silence is an essential aspect of liturgical prayer. However, it is poorly understood. It is not a time for those present to engage in private devotion un-distracted by the liturgical action. Rather silence enables the gathered community to be brought more completely into the mystery of Christ's presence. (Brown, 1998, p. 89)

Note that, because it is a long quote (more than three lines), it is indented, does not have quotation marks and ends with a full stop followed by the bracketed details.

For a short quote, you use quotation marks around the actual quote and include it as you would a paraphrase. For example, Brown (2008) argues that 'silence is essential for full engagement in any liturgy' (p. 35).

Note that you put the page number at the end of the quote in brackets and that the full stop comes after the bracketed number.

Reference list

This is a list (titled References) of all sources cited in your assessment task. The list must be on a separate page at the end of your work. It is in alphabetical order and contains the complete publication details of all the sources.

The bibliography at the end of your *Module Book* has examples of full publication details. For example:

- Bowe, B. E. (2003). *Biblical foundations of spirituality: Touching a finger to the flame*. Lanham, Maryland: Rowman & Littlefield Publishers Inc.
- Bryant, K. (2002). Called to holiness in baptism. In *All for love: A discernment journal* (pp. 40-44). Little River, South Carolina: NCDVD.
- Cody, P. (2004). *Seeds of the word: Nga kakano o te Kupu*. Wellington: Steele Roberts.
- Conn, J. W. (1987). Spirituality. In J. Komanchak, M. Collins & D. Lane (Eds.), *The new dictionary of theology* (pp. 972-981). Dublin: Gill & Macmillan.
- New Zealand Bishop's Conference. (1997). A guide to gender-inclusive language in the Catholic Church. Retrieved from <http://www.catholic.org.nz/news/fx-view-article.cfm?ctype=BSART&loadref=51&id=113>