

Guidelines and definitions for preparation of Speech New Zealand Fellowship examinations

Taking a master-class

Definition of a master-class

The lesson itself cannot be prepared. The 'master' takes whatever is offered and works with it to extend the development of the student/s.

Only a 'master' has the experience to be able to do this – hence the enormous challenge of a master-class.

A key difference between a class/teaching and a master-class is that students bring work that is the fruit of their own exploration and development to that stage.

The 'master' offers ways to refine the work presented.

The students are being offered recourse to the wealth of experience and knowledge of the 'master' to help develop their performance and/or interpretation.

Pre-task:

The candidate may set a particular work to be presented and worked on, e.g. a poem or part of a poem, an extract from a play, or a reading.

The student works within this framework and brings this together with whatever she/he is currently working on.

The Audience:

Although the audience is an integral part of the master-class, candidates must focus their attention on the student with whom they are working at the time.

Once the students have left the room, at the conclusion of the master-class, the audience are expected to participate in the question time and to witness the subsequent 10 minute discussion time that the candidate has with the examiner.

The students:

Only mature students will be invited to participate in this examination.

The choice is not confined to students receiving tuition from a registered speech teacher.

There may well be students from other sectors who would like to participate.

Students should observe/listen to all the other students.

Much of the student learning is from observing the work of the candidate with the other students.

Format:

Opportunity will be given for the candidate to have exclusive use of the venue 30 minutes prior to the examination.

There will be an opportunity to meet with the students before the examination if the candidate so desires. This will occur 15 minutes prior to the examination.

The examiner will not be present.

The supervisor will be responsible for meeting both the audience and the examiner.

Guidelines for the Examination:

Students of an agreed accomplishment level seek the candidate's comment on their performance.

Students come with work that they have thoroughly prepared.

The candidate listens, offers comment, gives specific guidance on how to improve or overcome what has been heard/observed.

The student is guided to improve their understanding and performance.

The candidate should try to focus on different learning points for each student, so that the audience is exposed to a wide range of ideas/teaching approaches.

There may be some repetition, but the overall aim should be to introduce the students, and the observing audience, to many different ideas and techniques in the time available.

The candidate will be responsible for a contingency plan for students who have not done the pre-task.

It well may be that the candidate does not handle the situation well and this will affect the results.

The amount of time allowed for each student will be determined by the number of students in the class.

As there is neither introduction, nor conclusion, to the class, the candidate is free to apportion the time as appropriate between the students.

The challenge lies with the candidate to identify the area of focus with each student and give meaningful input in the time available.

The prime concern of the candidate should be on developing the students.

The audience is the secondary consideration.

The candidate may choose to make a brief comment to the audience as whole at the end, though this is not a common approach.

The management of the question time with the audience is at the discretion of the examiner.

The candidate should regard this as a formal exercise, but may be asked to be seated.

The examiner will time the questioning and signal the conclusion of the five minutes to the audience.

From this point the discussion will continue for a further 10 minutes between the examiner and the candidate.

Preparing a thesis

The Board considers a fellowship thesis to be the equivalent to a postgraduate diploma.

At this level there is no requirement that any research carried out should contribute to original knowledge. You are, however, required to bring some original thinking to the analysis of what is known already — and to present useful conclusions based on that analysis.

What is important is that the candidate's work must show a connection between theoretical knowledge and its application to teaching.

The research needs to be competently carried out according to standard research approaches.

The work is to be judged on the originality and depth of its contents, the maturity of any judgments made and the validity of its conclusions.

Guidelines for preparation:

Choose a topic that will allow you to demonstrate applied research.

Think of areas that:

- you are interested in

- are relevant to you
- you can research easily
- you will enjoy
- will be useful to others.

It is a good idea to think of two, or three, possible areas; do some thinking, reading and discussing about all three — and then decide which topic suits you best.

Content:

The thesis should include:

- an introduction
- a review of current literature
- a description of the method/s of research used
- the results of the research
- your conclusion/s
- references and a bibliography.

The Board recognises that there are acceptable forms of presenting original work other than the methods-result-conclusion approach specified.

It has therefore taken a less prescriptive approach to the type of work it will accept.

Provided you can justify your choice of a different structure and show that it is appropriate to your work, you will not be disadvantaged if your thesis does not conform exactly to the above model.

You may, for example, survey a considerable body of literature, identify some key ideas and directions and propose a programme of study.

While this could be forced into the method-results-conclusion structure, the body of the work might lie in the survey of the literature and there might be little to say about the method.

Equally, you may choose to explore an area you consider seriously neglected, for which there may be little or no research or published literature.

The resulting thesis might be heavily weighted towards your exploration of the reasons for that neglect and your proposals for appropriate research.

The Board is willing to accept a thesis structured along these lines.

Word Limit:

There is a limit of 9,000 words, excluding the bibliography and appendices.

You will not be penalised if you exceed the word limit by 10%, but a thesis will be returned for rewriting if it exceeds this limit.

You must indicate the number of words when you submit the thesis, as well as submitting an electronic copy so that the word limit can be checked.

Process:

When you have decided on your topic and your approach, you need to submit a 250-word proposal to the Board, accompanied by the full fee.

Your proposal will be assessed according to whether your thesis is likely to meet the outcomes specified in the syllabus.

If your proposal is satisfactory, you will receive approval to proceed.

The assessor may choose to give you some extra help by pointing out gaps and suggesting changes that will, in his or her opinion, improve your thesis.

If, in the assessor's opinion, the outline does not represent an acceptable thesis, you will receive specific advice and be invited to rework your outline for resubmission.

There will be a re-submission fee of \$35.00.

When you receive approval, you are free to proceed with your thesis.

You may wish to find a mentor to help you – the Board does not act in this capacity.

Minor departures from the outline are permitted, but if you depart from the approved outline to the extent that your thesis will differ significantly in either intention or method from your original proposal, you will need to submit a new

outline, accompanied by another fee of \$35.00.

You have 18 months from the time of approval to the final date for submission.

Applications for extension will need to be accompanied by a medical certificate or other acceptable good faith evidence of inability to complete the work within the required time.

Assessment:

Your thesis must be presented, double-spaced, on one side only of A4 paper, in justified text, with clear presentation of tables and illustrations.

You are required to submit two unbound copies of the thesis, plus a copy in appropriate electronic form (CD or floppy disc).

One copy will later be bound and kept in the Board's offices; the other will be returned to you, along with the electronic copy.

The Board will appoint an assessor for your thesis who understands both the Board's requirements and the subject area you have chosen.

If the thesis is accepted, you will receive notification of this.

You may expect feedback on your work, but the actual amount is at the discretion of the assessor.

If the thesis is not approved, the assessor will indicate to you what improvement is required.

You may then re-submit the thesis within 12 months, upon payment of a resubmission fee of half the original fee.

If the required improvements are very minor, such as the correction of an incomplete bibliography, the re-submission fee may, at the discretion of the Board, be waived.

Should your thesis again fail to meet the requirements, your eligibility to continue will expire.

Further work on a thesis will then be treated as a new application.

Presenting a publication in lieu

Such a work must meet the same criteria and standards as a thesis.

If you wish to have a published work considered, you must submit an outline justifying the publication, detailing the nature of the research underlying it and specifying the intended audience.

In addition, the following criteria will apply:

- The topic of the publication must be of immediate relevance to teaching Speech and Drama.
By definition, a 'published work' is one published by a recognised commercial publisher.

Material you have written for, or on behalf of, Speech New Zealand is not eligible.

- The outline can be submitted while the work is being written, but before submitting the finished work, you must provide evidence (such as listing in a publisher's catalogue) that it has already been published, or accepted for publication.
- With the exception of editorial assistance or minor co-writing, the finished work must be your own.
A maximum input of 10% from a co-writer is acceptable, and you must make it clear which parts of the work have been written by your co-writer.
- Stringent assessment will be made of books of student tasks and exercises.
It must be clear that activities are based on your original thinking and that they bring new insights into problems being addressed.
Such books must contain information for teachers that support and justify the proposed activities.
The published work will be assessed by a specialist in the content area.