



SYMPOSIUM, 2016

24 & 25 November

The Brentwood Hotel, Wellington

WITH THANKS

The Academy would like to acknowledge the support of key partner and a sponsor Ako Aotearoa. Without whom this symposium would not be possible.



WELCOME FROM THE PRESIDENT

Kia ora koutou

Welcome to this year's symposium! It is a great opportunity to welcome our new Ako Aotearoa Academy members, to learn and share teaching tips, and to consider the future of the Academy.

We have a rich and varied programme for you, including a keynote from the esteemed Dr Alan Wright. We'll be hearing both from recent awardees, including an engaging session from last year's Prime Minister's Award winner Dr Suzanne Pitama, and from long-standing members such as Professor Welby Ings, who won his award in 2002. We will also hear from the new Executive Director of Ako Aotearoa, Dr Stanley Frielick, and from the Kaihautū Mātauranga Māori of Ako Aotearoa, Dr Joseph Te Rito. It is a great lineup. We are also trying a new format this year: short open mike sessions on 'my personal obsession'.

Special thanks are owed to Adrian Woodhouse, who has done the lion's share of the behind-the-scenes organising for the symposium. Thanks Adrian!

Selene Mize
President



PROGRAMME DAY ONE / THURSDAY, 24 NOV

TIME	SESSION	ROOM
9.00am	Registration, tea and coffee	Kauri Room
10.00am	Mihi Whakatau , Dr Joseph Te Rito, Kaihautū Mātauranga Māori, Ako Aotearoa Welcome from the President, Selene Mize, <i>University of Otago</i> . Welcome to new members of the Academy	Kauri Room
11.00am	Praxis makes perfect <i>Dr Suzanne Pitama, University of Otago</i>	Kauri Room
12.30pm	Lunch	
	THEME: TEACHING EXCELLENCE IS	
	Kauri Room	Totara Room
1.00pm-1.30pm	Project based learning in financial kitchen management <i>Daniel Pfyl, Otago Polytechnic</i>	Mobile Authentic Learning – Using mobile devices to empower authentic learning <i>James Oldfield, Unitec Institute of Technology</i>
1.35pm-2.05pm	Judging the ‘invisible’: the socio-material aspects of learning <i>Selena Chan, Ara Institute of Technology</i>	Using humour to provoke discussion and debate <i>Dr Jane Venis, Otago Poytechnic</i>
2.10pm-2.40pm	Proving that teaching has improved outcomes not for learners but for their clients <i>Dale Sheehan, Unitec Institute of Technology</i>	Contributing to the vision of a world-class education system in New Zealand: a teacher educator perspective <i>Martin East, University of Auckland</i>
2.45pm	Afternoon tea	Kauri Room
3.00pm	Ako Aotearoa and the future of the Academy <i>Dr Stanley Frielick, Director and Dr Joseph Te Rito, Kaihautū Mātauranga Māori, Ako Aotearoa</i>	Kauri Room
4.00pm	Why I fell in love with Miss Barrie: How great teachers really influence change <i>Welby Ings, Auckland University of Technology</i>	Kauri Room
5.00pm	My Personal Obsession - <i>Open floor presentations</i>	Kauri Room
5.30pm	Cash bar	Hotel Bar
7.00pm	Symposium Dinner	Kauri Room

PROGRAMME DAY TWO / FRIDAY, 25 NOV

TIME	SESSION	ROOM
9.00am	Dr Alan Wright, Windsor University, Canada Keynote presentation, assisted by Marie-Jeanne Monette Teaching excellence is... engaging conversations	Kauri Room
10.00am	Morning tea	Kauri Room
	THEME: TEACHING EXCELLENCE IS	
	Kauri Room	Totara Room
10.30am-11.00am	Learning about the disciplinary connectedness of science <i>Azra Moeed, Victoria University of Wellington</i>	Redesigning every course! Why, how andwhy? <i>Matt Thompson & Richard Nyhoff, Otago Polytechnic</i>
11.05am-11.35am	Using interprofessional interactions to learn about economic barriers <i>Rhiannon Braund, University of Otago</i>	Considering the relationship between Pedagogy & Technology within Culinary Education <i>Adrian Woodhouse (Presenter) Stephen Ellwood (Author) Otago Polytechnic</i>
11.45am	What will teaching excellence in the future look like? <i>Small group discussion and report back</i>	Kauri Room
1.15pm	Lunch	Kauri Room
2.15pm	The on-going pursuit of improving tertiary teaching quality around NZ <i>Dr Graeme Benny, Board of Directors, Ako Aotearoa</i>	Kauri Room
2.45pm	Academy Hour	Kauri Room
3.45pm	Poroporoaki and farewell	Kauri Room

KEYNOTE SPEAKER & PRESENTATION

Teaching Excellence Is...Engaging Conversations

A keynote session by W. Alan Wright of the University of Windsor, Ontario, Canada. Assisted by Marie-Jeanne Monette.

Friday 25 November, 9am, Kauri Room.

The theme of this Symposium evokes the question "How do you define teaching excellence...?" and I am tempted to follow with the Shakespeare-inspired answer "...let me count the ways". But the essential sub-theme I wish to favour in this keynote session centres on the development of rapport with students and collegiality among teaching colleagues. It is about the dialogue we need to promote in order for teaching to truly become "community property".

The engaging aspect also has to do with the notion of student engagement, the motivation to learn, the learning priorities of the student, as well as our responsibility to engage students, to stimulate student growth in their development towards autonomy. Our challenge is to set conditions for our students to take greater responsibility for their own learning. By means of a brief survey I will engage Symposium participants in a process of defining their preferred avenues to the stimulation of student self-directed learning and end with the challenge to define our next steps towards further engaging conversations.

Alan Wright's Educational Journey: A Long and Winding Road:

Alan Wright is currently serving his second term as Vice-Provost, Teaching and Learning, at the University of Windsor. The most southerly of Canadian universities, UWindsor is located on the Detroit River in the province of Ontario. Dr. Wright directs the institution's highly-regarded Centre for Teaching and Learning and oversees the growing Office of Open Learning.

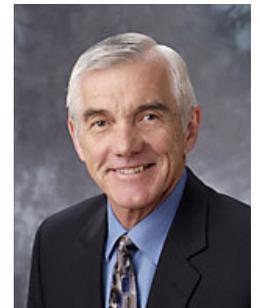
Alan has had a rich and varied career in education, as he has held leadership positions with teachers' unions and in government as well as in academic institutions in three different provinces in Canada. He has worked for many years in both the French-language and English-language environments, and has extensive research and presentation experience with both of Canada's major linguistic groups.

From the beginning of his active work life as a public school teacher and throughout his career, this innovative educator has been driven by his twin passions for teaching enhancement and curriculum development. He has long recognized teaching as a dynamic activity and adopted, decades ago, the perennial starting point for his professional activity: "We are all works in progress."

An active member of several professional organizations in Canada and abroad, Dr. Wright served as a founding editor of the Society for Teaching and Learning in Higher Education's (STLHE) Green Guide Series as well as the Collected Essays in Learning and Teaching (CELT). He was honoured with STLHE's "Lifetime Achievement Award" in 2013.

Over the course of his career, Dr. Wright has had occasion to undertake many projects across Canada, in the USA, the Caribbean, South America, the UK and Europe, Saudi Arabia, and Asia. He is delighted to make his very first trip to New Zealand.

Dr. Wright holds degrees from three of Canada's leading universities: Mount Allison University in New Brunswick as well as McGill University and the Université de Montréal in Québec.



PRESENTATION ABSTRACTS

PLENARY PRESENTATION

Praxis makes perfect: Maori health as a case study

Dr Suzanne Pitama, University of Otago, Christchurch
(suzanne.pitama@otago.ac.nz)

Thursday 24 November, 11am, Kauri Room.

Māori health curricula, within a number of health professional training programmes, have traditionally focused on content that is based on theoretical models of Māori health. This presentation will document the design and development of a Māori health curriculum based at the Otago Medical School, Christchurch and discuss its relevance to Educational psychology curriculum.

To form the basis of the Māori health curriculum, the development of the Hui Process and Meihana Model consolidated key principles from Māori health models and current Māori health status evidence. However, the greater challenge became how to enable the theory to be relevant to clinical practice. This provided a steep learning curve, and required the design, development and utilisation of multiple learning methods.

The Māori health curriculum has been rolled out with a number of student cohorts (medicine, nursing, psychology, social work) and health professionals. This presentation will highlight how the use of learner evaluations, peer review and a case study design explored the impact of these multiple learning methods on learners.

Findings have demonstrated the pivotal role of praxis to the success of learner engagement. It has also highlighted the impact of the curriculum on patients/clients, students and Māori health colleagues.

Future directions and implications for practice are to continue to refine and develop the current curriculum in response to evaluation findings, and to encourage more health professional programmes to consider this approach in development of Māori health curriculum.

PRESENTATION ABSTRACTS

CONCURRENT PRESENTATIONS

Project based learning in financial kitchen management

Daniel Pfyl, Otago Polytechnic (daniel.pfyl@op.ac.nz)

Thursday 24 November, 1.00pm, Kauri Room.

Abstract

This paper explores how the radical break away from traditional culinary arts education launched in the Bachelor of Culinary Arts programme (Mitchell, Woodhouse et al. 2013) could be applicable to financial kitchen management (FKM) using project based learning (PBL) strategies. How this could enhance work practices of education and food practitioners in FKM, build relationships between the different sectors and assist in the design of a pilot. The presentation will start with a brief overview of past experiences and review of research to date. The perceived challenge we have as educators and food practitioners is to have buy-in and sense of ownership to FKM by both learners in an educational setting and staff in the workplace. The research project attempts to answer the question; how can the educational approaches for FKM change to make the course of greater relevance and interest to learners? From an educator and chef's own professional narrative, the presenter is not convinced that his pedagogical strategies and subsequent teaching, learning and assessment practices are as good as they could be. Are they current and/or relevant to the learners and food practitioners as a whole and would they stand up to be benchmarked against best practice in the sector.

Conclusion

This presentation intends to be a platform for an open floor discussion into the pedagogical practices of FKM and explores the past experience with using PBL strategies here at the Food Design Institute. It will also discuss what the existing barriers for student engagement with the subject are. It will look at what current relevant best practice in the industry is and whether existing learning and assessment approaches are effective.

PRESENTATION ABSTRACTS

Mobile Authentic Learning – Using mobile devices to empower authentic learning

James Oldfield, Unitec Institute of Technology
(joldfield@unitec.ac.nz)

Thursday 24 November, 1.00pm, Totara Room.

Authentic learning is a well-established pedagogical model for promoting learning environments and activities that closely reflect the real world. There are many ways to create an authentic learning environment however they typically involve the performing of ill-defined challenging tasks, much like those students are likely to face out in the workforce, yet conducted in a safe environment as part of their study. Authentic learning can be a great way to prepare students through scaffolded learning experiences prior to formalized work based placements. Developments in recent years to the power and availability of mobile devices have created opportunities for academics to enhance their authentic learning environments in ways not possible or affordable before.

This presentation will briefly outline the authentic learning approach and how mobile learning theory can be used to empower it. An overview will be provided of how this approach was used in the context of business education. Further practical examples will be provided on how mobile technologies can be used to empower authentic learning approaches in a range of other disciplines along with some tips for the future.

Discussion and healthy debate will be encouraged throughout the presentation.

Judging the 'invisible': the socio-material aspects of learning.

Selena Chan, School of Environment, Ara Institute of Technology
(Selena.Chan@ara.ac.nz)

Thursday 24 November, 1.35pm, Kauri Room.

This presentation focuses on the evolving process at Ara, of understanding the implications and potentialities of graduate profiles on the development of Programmes of Study post- mandatory review of qualifications. All forms of work requires the learning of nuanced quality standard requirements and working with variables/ materials with key but sometimes ephemeral judgment points. Graduate profiles allude to the learning of 'judgment' which in many contexts, require learners to acquire tacit knowledge. Of importance to attaining tacit knowledge is the socio-materiality comprising individuals' multimodal interfaces with the 'lived in' world. Included are aspects of how individuals make meaning from not only their learning from other workers and teachers but also how individuals relate to spatial/environmental factors and learn from engagement, manipulation and awareness of tool/machinery use and materials' composition.

The presentation will provide opportunities to explore the socio-material aspects of participants' own teaching context and to develop teaching strategies to assist their students with 'judging the invisible'.

PRESENTATION ABSTRACTS

Using humour to provoke discussion and debate

Dr Jane Venis, Otago Polytechnic (jane.venis@op.ac.nz)

Thursday 24 November, 1.35pm, Totara Room.

In this presentation I would like to focus on how I use humour in both my arts and teaching practice. As part of my presentation I will show my latest video work *The Eggs Factor* which critiques some of the absurdities prevalent in contemporary popular culture, in particular the intense focus on the possibility of 'stardom for all' in a mediahungry age. This project, in common with many of my recent works, has a humorous exterior that belies its serious intent. Through this example I will discuss how visual humour crosses social and cultural boundaries and is accessible to a wide range of learners. As a result it becomes a useful tool to provoke discussion and debate.

Proving that teaching has improved outcomes not for learners but for their clients

Dale Sheehan, Unitec (dsheehan@unitec.ac.nz)

Thursday 24 November, 2.10pm, Kauri Room.

It is the Holy Grail in health professional education. Can education improve patient care and ultimately patient outcomes? For staff development and health funded postgraduate study you can argue that if you cannot show that the education you provide flows on to benefit patient safety and patient care then should not be funded at least not from the health budget?

This presentation will share a two site interprofessional education intervention in the workplace designed to have a measurable impact on competence and learner behaviour at work. This project sought to reduce medication errors and to evaluate the teaching by auditing prescribing errors pre and post the education intervention to check that we had made an impact.

The focus may have been junior doctors and pharmacists and a key skill they use every day but it could have been wasted food in a kitchen, food safety, taxation errors, chemical spills. Therefore in the conclusion of this session we will discuss other examples you may have and the viability of measuring impact of teaching on the workplace and implications for the education organisations and their partnerships with industry.

PRESENTATION ABSTRACTS

Contributing to the vision of a world-class education system in New Zealand: a teacher educator perspective

Martin East, The University of Auckland (m.east@auckland.ac.nz)

Friday 24 November, 2.10pm, Totara Room.

According to the Education New Zealand website (2016), New Zealand offers students a “World Class Education,” on the premise that “New Zealand is one of the world’s best places to live and study.” New Zealand’s ‘Think New’ campaign flags up NZ to the world as providing students with a high-quality education that will enable them to achieve their goals. This education is built on the premise that “students in New Zealand are supported to solve problems, process information, work with others, create and innovate.” In other words, New Zealand’s education system is predicated on a learner-centred and experiential philosophy on the basis of which students will become autonomous and independent thinkers. In this presentation, I present aspects of the portfolio on which I was awarded a 2016 national Tertiary Teaching Excellence award. Building on a commitment to reflective practice, I outline my work as a teacher educator of those who will go on to become the next generation of teachers of languages other than English in schools. I describe my philosophical approach to teacher education. I document processes I undertake to help preservice teachers to create, for their own students, opportunities for problem-solving, information processing, working with others, and creating and innovating in the secondary school languages classroom. In these ways I hope to document aspects of how my work as a teacher educator contributes to the vision of New Zealand’s schools sector as world-class and learner-centred.

PLENARY PRESENTATION

Why I fell in love with Miss Barrie: How great teachers really influence change

Welby Ings, Auckland University of Technology
(welby.ings@aut.ac.nz)

Thursday 24 November, 4.00pm, Kauri Room.

As far back as 2002 the New Zealand Ministry of Education’s Curriculum Stock-take found that ‘*quality teaching makes more difference to student outcomes than any other factor*’. Yet, despite this, very little is talked about the humanity of teaching and why relationships occur within it that transform both learners and the worlds they navigate.

Miss Barrie was my geography teacher at Te Awamutu College. She changed my world at a time when I had lost hope. She is replicated across the spectrum of education yet rarely understood. Using story portraits, this address looks at the compassion of risk taking teachers and considers why they are able to touch the heart of the human condition.

PRESENTATION ABSTRACTS

CONCURRENT PRESENTATIONS

Learning about the disciplinary connectedness of science

Azra Moeed, Victoria University of Wellington
(azra.moeed@vuw.ac.nz)

Friday 25 November, 10.30pm, Kauri Room.

Internationally, school science aims for students to develop conceptual, procedural, and epistemological understandings. A key goal is to create a scientifically literate citizenry able to make informed decisions about socioscientific issues. Science knowledge is about theory and experimentation. As a discipline science is the creation of human imagination and creativity and requires curiosity; creativity; and critical thinking. New Zealand aspires for an economic future through scientific and technological innovation. Yet, only 5% of high school students that enter tertiary education engage in science at school. Half of those students who take science at tertiary level do so as a requirement of their tertiary courses. The country sees its future in scientific innovation, but the challenge is that of the 95% of potential future science innovators neither enjoy nor want to engage in science when entering tertiary education. This interactive presentation draws upon recent relevant literature and personal teaching experience and argues that students need to learn about the disciplinary connectedness of science to engage in science and not only become scientifically literate but contribute to the society as curious, creative and innovative scientists.

Redesigning every course! Why, how and why?

Matt Thompson and Richard Nyhof, Otago Polytechnic
(rnyhof@op.ac.nz)

Friday 25 November, 10.30pm, Totara Room.

At Otago Polytechnic we have undertaken a Design for Learner Success project with the aim ; "To improve learner outcomes by establishing new, collaborative and centrally-led processes at Otago Polytechnic for programme and course design, development and delivery."

The project is given context within Otago Polytechnic's strategic frameworks; Māori, Sustainability, Learning and Teaching, and Research and Enterprise, being charged with identifiably integrating these into programmes and courses. While the context is institutional the ultimate goal is student focused, to improve learner outcomes. The goal is to achieve this not only through improved success and retention rates, but through educational experiences that will equip students to become personally effective, future focused and able to practice sustainably.

This presentation will outline the design and development processes we are building, and report on their implementation to date - including a lot of changes to the process as the project proceeds!

PRESENTATION ABSTRACTS

Using interprofessional interactions to learn about economic barriers

Rhiannon Braund, Victoria University of Otago (rhiannon.braund@otago.ac.nz)

*Friday 25 November, 11.05pm,
Kauri Room.*

To encourage multidisciplinary teamwork and patient centered care as part of the teaching and learning opportunities for undergraduate professional students an Interprofessional Education (IPE) project was initiated. Students from Dentistry, Bachelor of Oral Health, Pharmacy, and Nutrition (dietetics) were allocated into small multidisciplinary groups and allocated a patient case study.

The intent of each patient case was to investigate the economic barriers experienced by patients when

navigating the healthcare system and how each of the respective professions can be involved in working collaboratively with other health professionals and agencies to ensure the best health outcomes for their patients.

Students learned to work with others, that had differing knowledge and skill sets, each represented their "discipline" in providing specific knowledge to benefit the patient at the centre of the case. Each team had to look at the "wider" context of health care and treatments and extend into the more broadly societal support systems to ensure that patients could have optimal outcomes.

This presentation will discuss the multiple benefits of such a learning experience and highlight some of the barriers to rolling this out as a regular occurrence.

PRESENTATION ABSTRACTS

Considering the relationship between Pedagogy & Technology within Culinary Education

Adrian Woodhouse (Presenter) Stephen Ellwood (Author), Otago Polytechnic (stephen.ellwood@op.ac.nz)

Friday 25 November, 11.05pm, Totara Room.

Interest in supporting new learning and working methods through structured, technology-based platforms may be seen as both innovative and a mirror of traditional, formative education. However, in parallel to learning support pedagogical rigour holds priority over technological expediency in teaching. One may consider there should be sound educational rationale for its inclusion; but does the technology make a difference in process or outcome that is quantifiable? Okojie, Olinzock, & Boulder state, "Technology should be implemented in the classroom only if its role in a given instruction is determined along with pedagogical issues related to a given instructional task" (Okojie, Olinzock, & Boulder, 2016) To this end, we at the Food Design Institute have developed and implemented a technologically based sensory evaluation platform that supports learning in food analysis and compiles both qualitative and quantitative data sets. This enables the delivery of real-time feedback to students and facilitators via the Internet. As

with many new technological advances this innovative platform continues to yield unexpected outcomes including peer, student and facilitator feedback and assessment possibilities. This may be viewed as a crossroads where the tried and true methods and systems of historical practice meld with technology-based opportunities based on research and contemporary practice. This system will continue to support learning and teaching as technology evolves and innovation is supported.

Works Cited

Okojie, M., Olinzock, A., & Boulder, T. (2016, na na). The Pedagogy of Technology Intergration. (C. V. Schwab, Ed.) Retrieved August Saturday, 2016 from The Journal of Technology

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FLOW EVENTS LTD

amy@flowevents.co.nz

www.flowevents.co.nz

M +64 27 490 4624