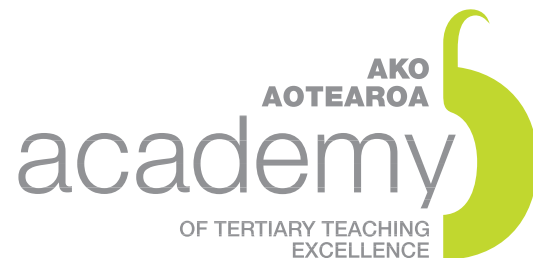


Talking Teaching 2017

A conference on tertiary teaching practice and research



27 & 28 November
St Margaret's College
University of Otago
Dunedin

With thanks

The organising committee and the Ako Aotearoa Academy of Tertiary Teaching Excellence would like to acknowledge the support of key partner and sponsor Ako Aotearoa.



The committee would also like to thank the University of Otago and Otago Polytechnic for their support of Talking Teaching.



Welcome



*Adrian Woodhouse (Top)
Tony Zaharic (Bottom)*

Tēnā koutou

E te huinga tūtarakauika kua rukuruku mai nei ki tēnei puna kia kauria ai ngā ia wai o tēnā, o tēnā o tātou, nau mai, haere mai. Me he manga rau e rere ana koia nei te pūtahitanga. Ko tātou ēnei ngā roma wai, heke mai i tēnā kura o ngā whare huri noa. Anei mātou he au nō taua wai o whakaaro e mihi ana, e miha ana, tēnā rā tātou katoa.

Welcome to the inaugural Talking Teaching conference. Talking Teaching is an initiative of the Ako Aotearoa Academy of Tertiary Teaching Excellence, supported by Ako Aotearoa, Otago Polytechnic and the University of Otago. We are excited to bring you all together from across the tertiary sector, for what we expect will be a vibrant exchange of ideas on teaching practice and research. The conference has attracted an incredibly diverse programme of presentations, which celebrates the range of teaching contexts within New Zealand's tertiary teaching landscape.

So why Dunedin and why St Margaret's College? Many of you will be familiar with the fact that Dunedin is a town and gown city, with the vast majority of its tertiary students coming from outside the region. St Margaret's is one of the many residential colleges that typically house first-year students. It will become apparent over the next two days that aspects of our unique

'Scarfie' culture have been built into the programme. We want you to have the opportunity to experience a bit of Scarfie life or, for some of you, re-live the glory days.

On behalf of the organising committee, we hope you have an invigorating conference, enjoy campus life, and leave us having gained valuable insights to advance your teaching practice and research.

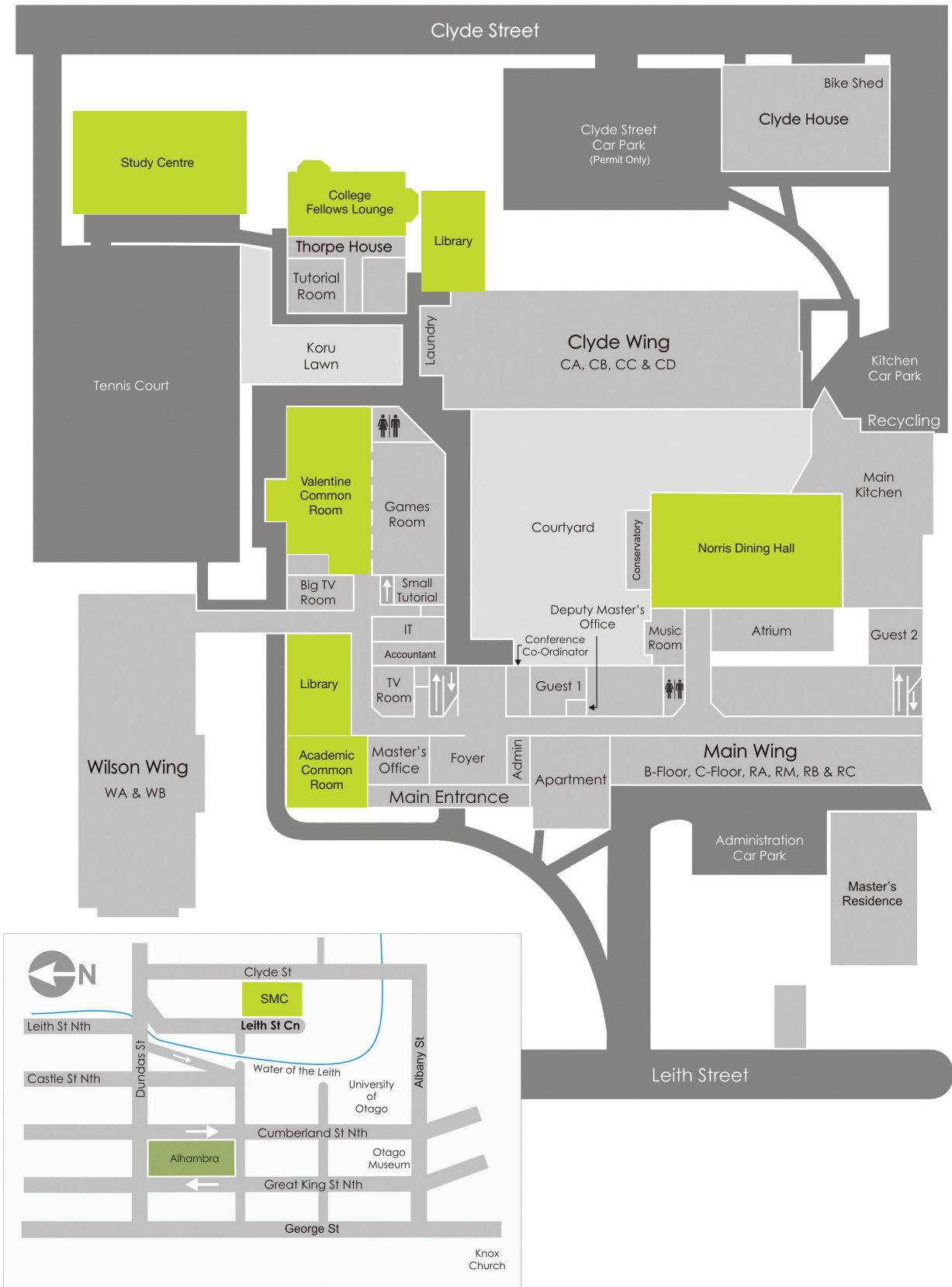
Nāku noa,

Nā Adrian Woodhouse & Tony Zaharic

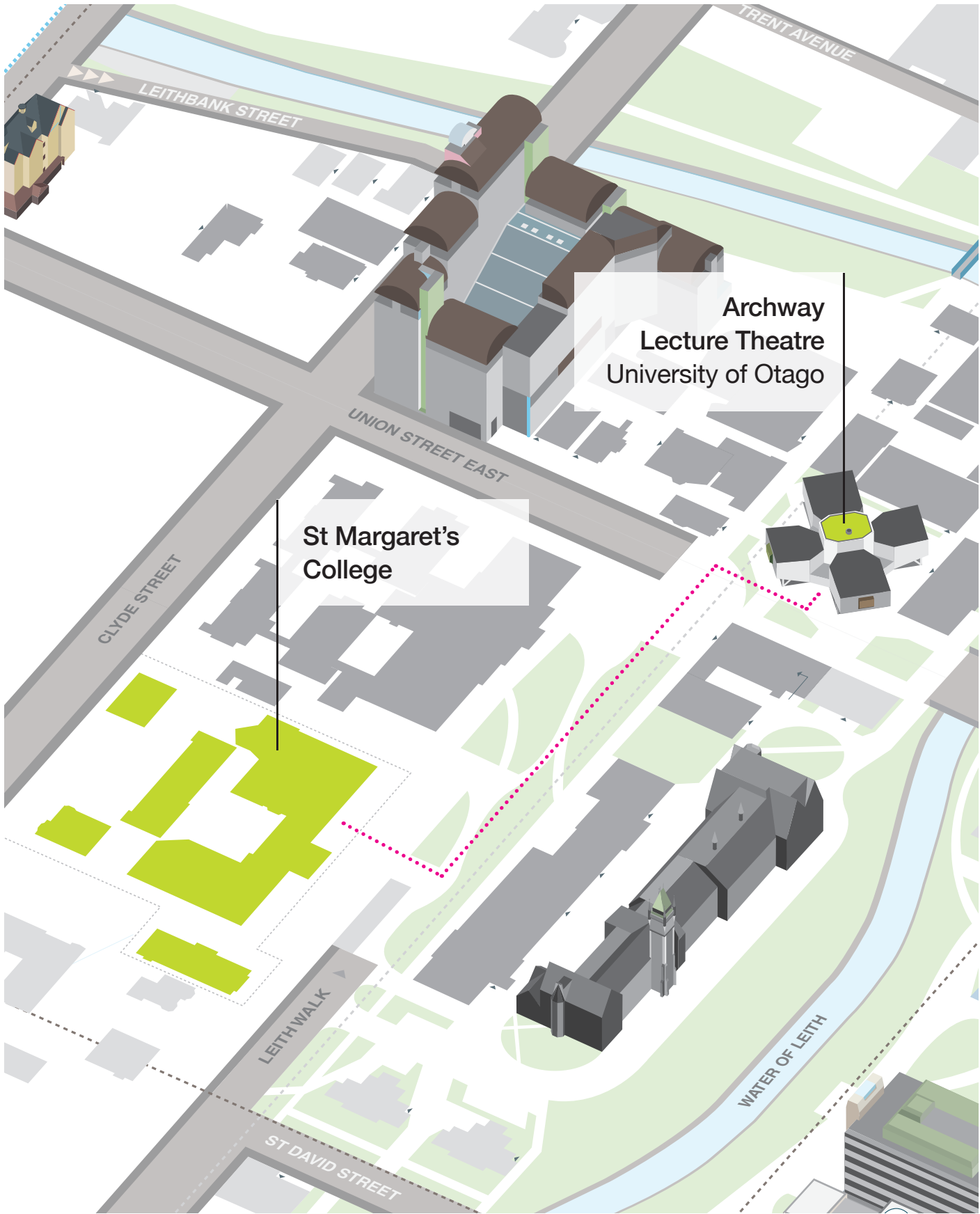
| DAY 1 | SESSION | PRESENTER | | VENUE | | |
|-----------------------|---|---|--|---|---|--|
| 11:30 | Registration | | | The Library @ St Margaret's College | | |
| 12:50 | Please transfer to Archway 4 | | | | | |
| 1:00 | Mihi Whakatau and Welcome | Hata Temo, Ngāi Tūhoe, Kaitohutohu Māori (Māori Advisor), University of Otago Stanley Frielick, Director, Ako Aotearoa Selene Mize, President Ako Aotearoa Academy of Tertiary Teaching Excellence Tony Zaharic, University of Otago | | Archway 4 | | |
| | Keynote Presentation | | | | | |
| | <i>Waking up law: my experience of creating a learning environment that makes sense to me (Pg 8)</i> | Professor Jacinta Ruru, University of Otago | | Archway 4 | | |
| 2:15 | Please transfer to St Margaret's College or move to Archway 2 / 3 | | | | | |
| 2.30 | Parallel Presentations Academic Common Room (St Margaret's) | Study Centre (St Margaret's) | | Valentine Room (St Margaret's) | Archway 2 (Archway Complex) | Archway 3 (Archway Complex) |
| 2:30 - 2:55 (25 mins) | Liz Ditzel, Otago Polytechnic <i>Teaching adult learners to think reflectively using “klinky” boxes and a storybook (Pg 8)</i> | Te Taka Keegan, University of Waikato <i>Issues with Māori Students in Computer Science (Pg 9)</i> | | Judith Bateup, University of Otago <i>Small Things Matter (Pg 9)</i> | Nick Wallingford, Toi Ohomai Institute of Technology <i>Making the Theory Real (Pg 9)</i> | Rena Heap, Constanza Tolosa, Dawn Garbett and Alan Ovens, University of Auckland <i>Enhancing feedback within a technology-enabled architecture of participation (Pg 10)</i> |
| 3:00 | Afternoon tea | | | Dining Hall, St Margaret's College | | |
| | Workshops - please attend the session you pre-registered for Library (St Margaret's) | Valentine Room (St Margaret's) | | Academic Common Room (St Margaret's) | Academic Fellows Room (St Margaret's) | Study Centre (St Margaret's) |
| 3:30 - 4:30 (60 mins) | Jennifer Eldring, Jo Kemp, Jo Dawson, Helen Whareaitu and Keryn Spencer, Toi Ohomai Institute of Technology <i>Journeys: Adult learners meeting the challenge. Kia mau te ara, kia mau te wero. You're reaching out for the pathway, and you're meeting the challenge. (Pg 10)</i> | Phil Osborne, Otago Polytechnic <i>Being Disobedient: poking the beast (Pg 11x)</i> | | Kelly Pender, Toi Ohomai Institute of Technology <i>Better teaching never stops. Nor does learning (Pg 11)</i> | Peter Schwartz, University of Otago <i>'What do I do now?!' Discussing problematic teaching situations (Pg 11)</i> | Elizabeth Beckmann, Australian National University, Oonagh McGirr, Otago Polytechnic, Kathryn Harrison-Graves, Higher Education Academy, and Stanley Frielick, Ako Aotearoa <i>Professional recognition of teaching (panel session) (Pg 11)</i> |
| | Parallel Presentations Academic Common Room (St Margaret's) | Study Centre (St Margaret's) | | Valentine Room (St Margaret's) | Archway 2 (Archway Complex) | Archway 3 (Archway Complex) |
| 4:35 - 5:00 (25 mins) | Frances Denz, Stellaris <i>SEAD – A practical teaching model (Pg 12)</i> | Mereana Rapata-Hanning, Otago Polytechnic <i>Teaching the tough stuff !! (Pg 12)</i> | | Megan Anakin, Helen Chignall, Ohad Dar, John Edmond, Sarah Holborow, Peter Radue, & Ralph Pinnock, Dunedin School of Medicine, University of Otago <i>Using design research to involve undergraduate medical students in the teaching of clinical reasoning skills (Pg 12)</i> | John Reynolds, Jo M Oranje, Rachel A Spronken-Smith, Fiona J McDonald, University of Otago <i>The challenges of leading large scale curriculum change from a student-centred framework (Pg 13)</i> | Adam Proverbs and Isobel Malbon, Toi Ohomai Institute of Technology <i>Formative and summative assessment in a dedicated education unit - Partnership in action (Pg 13)</i> |
| | Workshops - please attend the session you pre-registered for Valentine Room (St Margaret's) | Study Centre (St Margaret's) | | Academic Common Room (St Margaret's) | Academic Fellows Room (St Margaret's) | |
| 5:05 - 5:50 (45 mins) | David Sjöberg & Dennis McDermott, Flinders University <i>Talking 'Decolonisation' Teaching 'Whiteness' Managing cognitive dissonance (Pg 14)</i> | Selena Chan, Ara Institute of Technology <i>E-assessments for learning: Matching technology to learning (Pg 14)</i> | | Tim Cooper and Tracy Rogers, University of Otago <i>Making Change: The Development of a Peer Review Framework (Pg 15)</i> | Rachel Spronken-Smith, Kim Brown, Vijay Kumar, Yvonne Gaut and Jackie Dean, University of Otago <i>Considering more structured professional development for PhD candidates (Pg 15)</i> | |
| 6:00 - 7:00 | Pre-dinner canapés. Cash bar. | In an effort to keep costs down, alcohol during social events was not included as part of the registration fee, however a cash bar will be available before, after and during the conference dinner | | Valentine Room, St Margaret's College | | |
| 7:00 | Conference dinner | | | Dining Hall, St Margaret's College | | |
| 10:30 - 11:00 | Post-dinner cash bar | | | Games Room, St Margaret's College | | |

| DAY 2 | SESSION | PRESENTER | | VENUE | | |
|-------------------------|--|--|--|--|---|---|
| 8:30 | Registration open | | | Lobby, St Margaret's College | | |
| | Keynote Presentation | | | | | |
| 9:15 | <i>Integrating and augmenting higher education students' workplace experiences (Pg 16)</i> | Professor Stephen Billet, Griffith University (Aus) | | Archway 4 | | |
| 10:00 - 10:40 | <i>Poutama Ara Rau: He waka eke noa (Pg 17)</i> | Dr Karyn Paringatai, Megan Potiki, Prof Jacinta Ruru, and A/Prof Suzanne Pitama, University of Otago | | Archway 4 | | |
| | Please transfer to St Margaret's College | | | | | |
| 10:45 - 11:15 | Morning tea | | | Dining Hall, St Margaret's College | | |
| Parallel Presentations | | | | | | |
| | Valentine Room (St Margaret's) | Study Centre (St Margaret's) | | Archway 2 (Archway Complex) | Archway 3 (Archway Complex) | |
| 11:20 - 11:55 (35 mins) | Marc Wilson, Victoria University of Wellington <i>"In the event of an emergency, please secure your own oxygen mask before assisting others": Student and teacher wellbeing (Pg 18)</i> | Elizabeth Beckmann, Australian National University <i>Applying for HEA Fellowship – practical considerations (Pg 18)</i> | | Clinton Golding, University of Otago <i>Educating for thinking: How can we teach and assess thinking? (Pg 18)</i> | Lee Wannacott, C. Fraser and S. Atkins, Otago Polytechnic <i>Considerations for teaching business ethics within a tertiary curriculum (Pg 18)</i> | |
| 12:00 - 12:25 (25 mins) | Caro McCaw, Otago Polytechnic <i>Positioning young learners through working together (Pg 19)</i> | Karen Graham, Siobhan Tranter, Chris Gaul and Susannah McKenzie, Nelson Marlborough Institute of Technology <i>Integrative Literature Review: Reasons ethnically diverse undergraduate students nurses leave the profession before graduating (Pg 19)</i> | | Arlene McDowell and Megan Anakin, University of Otago <i>Introducing an active learning approach using the IDEA Experiments (Pg 20)</i> | Johanna Zellmer and Andrew Last, Otago Polytechnic <i>CLINKPROJECT3: COLLABORISM (Pg 20)</i> | |
| 12:30 - 12:55 (25 mins) | Rena Heap, University of Auckland <i>Shifting practice through professional learning conversation and communities (Pg 21)</i> | Brigid Casey, University of Otago <i>Developing student numeracy – closing the gap (Pg 21)</i> | | Roger Baars and Marie McEntee, University of Auckland <i>Peer Support Networks in Large Classes: Introducing study buddy groups (Pg 22)</i> | Sue Brotherton, Shirley Porter and Sandra Krielen, Toi Ohomai Institute of Technology <i>Mind The Gap – an interactive exploration of issues experienced by Level 6 Business Research Students (Pg 22)</i> | |
| 1:00 - 1:45 | Lunch | | | Dining Hall, St Margaret's College | | |
| Parallel Presentations | | | | | | |
| | Academic Common Room (St Margaret's) | Valentine Room (St Margaret's) | | Study Centre (St Margaret's) | Archway 2 (Archway Complex) | Archway 3 (Archway Complex) |
| 1:50 - 2:15 (25 mins) | Nicola Beatson, University of Otago <i>The barriers to using tools and techniques for transformational teaching (Pg 22)</i> | Naomi Bates, Toi Ohomai Institute of Technology <i>"Mean Maori Mean" - Looking back in order to move forward: reflections on the lived experiences of students. (Pg 22)</i> | | Vivienne Anderson, Ana Rangi, Esmay Eteuati, Rob Wass, Clinton Golding and Rafaela Rabello, University of Otago <i>I think they need to realise how influential they really are: What can we learn from university students' conceptions of 'good teaching' and 'effective learning'? (Pg 23)</i> | Selene Mize, University of Otago <i>Control the classroom or empower learners? (Pg 23)</i> | Marie McEntee, University of Auckland <i>Tertiary Outreach: Creating co-learning environments that give children voice and agency to effect change (Pg 23)</i> |
| 2:20 - 2:45 (25 mins) | Warwick Murray, Victoria University of Wellington <i>Singalonga learnalot?' Pedagogic harmony in the tertiary classroom (Pg 24)</i> | Peter Mellow, Eastern Health (Aus) <i>Seven years before the mast (Pg 24)</i> | | James Oldfield, Unitec Institute of Technology <i>Enhancing teaching through Virtual and Augmented Reality (Pg 24)</i> | James McKinnon, <i>"I had never danced in a bathroom before": Peripatetic Pedagogy with Audio Walks (Pg 24)</i> | |
| 2:45 | Afternoon tea | | | Dining Hall, St Margaret's College | | |
| 3:05 | Please transfer to Archway 4 | | | | | |
| | Keynote Presentation | | | | | |
| 3:15 - 4:15 | <i>The post-heroic teacher: leadership and influence in the age of anxiety (Pg 25)</i> | Professor Welby Ings, AUT University of Technology | | Archway 4 | | |
| 4:15 - 4:30 | Farewell and close | Adrian Woodhouse, Otago Polytechnic and Tony Zaharic, University of Otago | | Archway 4 | | |

St Margaret's College



University of Otago



Monday 27 November

Opening Keynote Presentation

Professor Jacinta Ruru, University of Otago



Dr Jacinta Ruru (Raukawa and Ngāti Ranginui) is Professor of Law at the University of Otago, Co-Director of Ngā Pae o te Māramatanga New Zealand's Centre of Māori Research Excellence and a fellow of the Royal

Society Te Apārangi. Jacinta holds a PhD from the University of Victoria, Canada. In 2016, Jacinta received the Ako Aotearoa Prime Minister's Supreme Award for Tertiary Teaching Excellence along with an award in Sustained Excellence in Tertiary Teaching in the Kaupapa Māori category.

At Otago, Jacinta teaches first year law through to advanced law courses and directs an innovative new Te Ihaka Building Māori Leaders in Law programme. She is co-director of the new University of Otago Research Theme Poutama Ara Rau that is dedicated to researching Māori tertiary learning and teaching. Combining her love of teaching with research, her work focuses on exploring Indigenous peoples' legal rights to care for, own, manage and govern land and water including national parks and minerals in Aotearoa New Zealand, Canada, United States, Australia and the Scandinavia countries. She has led, or co-led, several national and international research projects including on the inherited English Common Law Doctrine of Discovery, Indigenous rights and responsibilities to freshwater and multidisciplinary understandings of landscapes. She has published widely with now more than 100 publications including as co-author of *Discovering Indigenous Lands* (Oxford University Press, 2010). She is editor of *Resource Management Journal*, *Resource Management Theory & Practice*, and consultative editor for *Māori Law Review*.

Waking up law: my experience of creating a learning environment that makes sense to me

In this talk Jacinta reflects on her passion in teaching to honour the power of knowledge. As the only Māori Law Faculty staff member at Otago since 1999, she discusses how she has sought to create a learning environment that welcomes, values and inspires all students but particularly Māori students. This matters because the Māori influence of the discipline of law in Aotearoa New Zealand is still new despite tikanga Māori being the first laws of this country. Her curriculum fills the silences in the study of law with the power of Indigenous knowledge of, and visions for, law. Using Indigenous stories, documentaries, short stories and poems alongside legislation and court judgments, her teaching shows what is possible in the tertiary teaching environment.

Parallel Presentations 2:30 - 2:55 (25 minutes)

Dr Liz Ditzel, Otago Polytechnic

Teaching adult learners to think reflectively using "klinky" boxes and a storybook

In this presentation I will demonstrate how I use two teaching tools; a set of small wooden boxes that cannot be opened but make a 'klinky' sound when moved, and a children's picture storybook called *The Box* to teach first-year nurses reflective thinking skills.

First, I place students in groups of 5-6 at a table upon which there is a small brown box. I ask students to look at (and not touch) the box, and come up with a list of possible contents. Second, I read aloud a children's story and ask students to reconsider the contents of the box, given the reading. Students write their ideas on Post-it notes, sort them into categories and stick them for all to see on the whiteboard. Third, I invite students to examine (shake, rattle and roll) the box through touch and sound and reach a consensus about its contents using this information. Students then draw a picture of what they have agreed is in the box.

The task of evaluating the contents of the box requires patience, collaboration, challenges those wanting instant answers, teaching students self-control and to think before doing. Learners also use their prior experience and theoretical knowledge to challenge the status quo by asking questions such as: 'why?', 'why not?' and 'what if'?

This hands-on, 'device-free' activity enables educators to do something different, engaging student curiosity and interest. The learning design and process can also be applied to a range of problem solving activities that require a sequence of observation, description, assessment, and evaluation of alternatives, e.g. conducting a literature review or exploring and valuing difference. The activity is suitable for different adult learner groups and can be used in a range of teaching disciplines.

Dr Te Taka Keegan, University of Waikato

Issues with Māori Students in Computer Science

Few Māori students enrol in Computer Science, and those that do enrol do not appear to be very successful. Why is this? This talk will summarise some issues that were discovered when an informal survey was undertaken at the University of Waikato's Computer Science Department. The talk will define the different types of Māori students that study tertiary computer science and the different types of issues they face. It will also elaborate on some work that is being proposed to address the issues discovered.

Dr Judith Bateup, University of Otago

Small Things Matter

As a microbiologist I obviously believe that small things matter! As a university teacher my underlying goal is the best possible educational outcome for all learners, and again, the small things matter. Teaching techniques that aid in facilitating learning will be discussed, and often it's not the biggest intervention that has the most impact.

Nick Wallingford, Toi Ohomai Institute of Technology

Making the Theory Real

To minimise the resistance to information systems theory I chose to use an on-going 'case study' of IT systems development to keep the learners interested and engaged. I end the practical sessions with 5 minutes of theory relating to project management and systems development. I first introduce a word using NZSL. We use the Online NZ Sign Language Dictionary to see it in use. And we then talk about the developments that led to the site.

Each week, as well as a new sign, we talk about such things as user interfaces, the need for testing, the use of databases to hold things other than words and numbers, the systems development cycle and the need to ensure end user satisfaction. Finally, in the third prong of each class conclusion, I would include some aspect of Deaf Culture generally. Is NZSL a real language (and what *is* a language)? Describing the use of hands and face movements in NZSL. Why New Zealand Sign Language - why isn't there only one language worldwide for deaf people? Just some interesting aspect of NZSL or the people who live in the Deaf Community. Without them realising it, we cover an amazing amount of systems and project development aspects - prototyping, testing, implementation, systems review, etc - and in a palatable form, without them realising that it is that same stuff they sometimes claim to be just boring. I believe it worked well because of my own enthusiasm for the subject of NZSL, but also through the learners' opportunity to create relationships between practice and theory. The students get to hear some of the terminology of the IT industry in use within a context that they can readily relate to, a web site that they can view and use.

**Rena Heap, Constanza Tolosa,
Dawn Garbett and Alan Ovens,
University of Auckland**

Enhancing feedback within a technology-enabled architecture of participation

Although student-centred approaches to learning have led to shifts in conceptions of teaching and learning, parallel shifts in formative assessment and feedback have been slower to emerge, particularly in tertiary settings. As a group of four lecturers/researchers, we examined ways that we have used digital technologies to disrupt the orthodox way of providing feedback through assignments and examinations. We have sought to deliberately and purposively enhance formative feedback opportunities from not only the teacher to student but also, from student to teacher. We recognise that providing formative feedback in traditional tertiary education settings can be problematic, particularly given the large size of classes and the short duration of courses. We set out to ameliorate this tension, underpinned by our conviction that effective feedback made a difference. Students used mobile devices during lectures/workshops to share learning and understanding in response to questions or tasks, using platforms which included Piazza, GoSoapBox, Socrative, EduCreations, Padlet, online practice tests, PeerWise, and Google Docs. They were able to connect with course content, question their own and others' understanding and reflect on their peers' responses, thus making feedback and learning visible to the lecturers and to themselves, often instantly. Data were gathered from student submissions on these platforms, and from surveys, questionnaires, assessment artefacts and focus group interviews. In each of these examples we sought to bring a future-oriented approach to teaching and learning by creating an 'architecture of participation' that made it easy to connect, share learning and provide feedback, and that improved as more people became involved (Elliot, 2008). Within this architecture of participation students and teachers alike have taken increased responsibility for seeking out and acting on feedback.

Reference Elliott, B. (2008). Assessment 2.0: Modernising assessment in the age of Web 2.0. Glasgow: Scottish Qualifications Authority. Retrieved from <http://www.scribd.com/doc/461041/Assessment-20>

Parallel Workshop 3:30 - 4:30 (60 minutes)

**Jennifer Eldring, Jo Kemp,
Jo Dawson, Helen Whareaitu and
Keryn Spencer, Toi Ohomai Institute
of Technology**

Journeys: Adult learners meeting the challenge. Kia mau te ara, kia mau te wero. You're reaching out for the pathway, and you're meeting the challenge.

This is a collective narrative discussing the journey of bridging students back into education from a variety of educational disconnects. Diversity in teaching preferences with a shared Kaupapa enables us to creatively navigate most challenges when dealing with the various cohorts we cater to in our Bridging programmes at Toi Ohomai Institute of Technology. A sense of belonging and place, Whanaungatanga, pastoral care, Kaupapa, Whakapapa, food sharing, student-centred teaching, co-teaching and guest speakers, project-based assessments, student support services, and sustainability, are some of the overall topics discussed. Our narrative includes examples of student successes, personal resources and programmes we have designed to encourage students to learn about how their actions can have a positive impact on others. For example the Whanau Whaanui project where we introduce the students to their place in the wider community by organising free food for students. Student experience is a vital aspect of our work as educators. Student experience can dictate attendance and course completion which makes it important for us to focus on. Facilitating safe and positive learning environments and paying attention to each student's personal journey, can hugely influence the successes of our students. Collecting information on future pathways of our students, rather than just collecting

information from the time they spend in our classes, can offer good statistics on how effective our teaching practices have been. It is useful to know where our student's pathways are leading them so that we can be a bridge to somewhere, rather than a bridge to nowhere.

Phil Osborne, Otago Polytechnic

Being Disobedient: poking the beast

The purpose of this workshop is to allow delegates to physically encompass 'the arms around shoulders' provided by Ings (2017). The intent is to discuss the challenge to be disobedient, celebrate successes and learn from our false starts. Oh, and to encourage future disobedience! While there may be many positives that may occur from such interaction, the development of a community of practice that can readily share experiences is a key outcome which will be pursued. The use of a local panel of Otago Polytechnic teachers will ensure the session will be seeded with authentic stories of disobedient practice and provide a framework to discuss future insurgency.

**Kelly Pender, Toi Ohomai Institute
of Technology**

Better teaching never stops. Nor does learning

I would like to share the story of my recent learning through attending the World Indigenous People's Conference of Education (WIPCE) in Toronto. Within that story I will share what I presented at that conference, which is centred around perspectives of twin-hulled waka and big rocks and bamboo scaffolding. My experience is shared between processing what impacted my head and my heart.

Peter Schwartz, University of Otago

'What do I do now?!' Discussing problematic teaching situations

One underutilized way to learn about teaching practice is to put yourself into other teachers' shoes by discussing and reflecting upon common issues and problems that all teachers face. In this workshop, you will have the opportunity to

experience a case study method that is particularly useful for this purpose. By discussing an actual teaching situation that was faced by a teacher at the University of Otago, you should gain insights that will help you better to understand your own teaching practice. In each case study in the set from which the example we will use has been chosen, a teacher encountered a situation with students that reached a critical point where the teacher asked himself or herself 'What do I do now?!'

At the workshop, you will read the teacher's account of the background to the situation leading up to the critical point and then discuss with other teachers what issues might be involved and what you think the teacher should do next. You will also be asked what you think the teacher actually did do next based on your impressions from the teacher's own words. Then you will be able to read and evaluate with your colleagues what the teacher did. How good was the outcome? The purpose is to give you insight into how teachers might think through and deal with teaching problems. Sound interesting? Come along and 'have a go'.

**Beth Beckmann, Australian
National University, Oonagh McGirr,
Otago Polytechnic,
Kathryn Harrison-Graves,
Higher Education Academy, and
Stanley Frielick, Ako Aotearoa**

Professional recognition of teaching (panel session)

The Higher Education Academy (HEA) accreditation scheme and associated UK Professional Standards Framework (UKPSF) for the professional recognition of teaching was introduced in 2003. There are now over 92,000 fellows of the HEA in the UK, over 1,000 in Australia and just over 100 in NZ, with a further 1,600 in many other countries across the world. The recent Productivity Commission report recommended that NZ develop 'frameworks of professional standards for tertiary teaching' and Ako Aotearoa is now supporting sector-wide

debate on this point. The panel members will outline their experiences of implementing the accreditation framework in different contexts, and invite discussion and participation from the audience on future developments in NZ.

Parallel Presentations 4:35 - 5:00 (25 minutes)

Frances Denz, Stellaris

SEAD – A practical teaching model

SEAD has grown out of my 30 years of teaching experience based on experiential learning techniques. It was initially used in non formal teaching environments, where the students were long term unemployed and wished to start their own businesses. It was then trialled on other severely disadvantaged groups such as Invalid Beneficiaries who have more than 75% disability and Solo Mothers with no education and no work history. In recent years I have adapted the methodology to work with level 7 graduates studying governance and for level 7 international students studying for a diploma in Business, Management Strategy. It has been a successful tool in all those situations. SEAD is a mnemonic for: Start from what you already know Evaluate that knowledge for accuracy Analyse the gaps in the knowledge by understanding the related theoretical components Develop new models and thinking

I have stolen the analogy from the planting of a seed which has been programmed to sprout in the correct environment. It evaluates the growing conditions, and sometimes there needs to be an analysis of what else is required to provide optimum conditions for growth. The last stage is to develop new methodologies to meet specific needs. This teaching tool provides a smooth transition between teaching styles that works for students who have different learning patterns. It can be used for students who are less academically inclined, but for whom this knowledge is essential, but can also be extended to enable graduate level students do research and develop new models as a result of their academic learning and their practical

knowledge. It starts with experiential learning and uses that to build an academic base to their kete of knowledge and is very effective for those for whom academic learning can be mystifying or frustrating.

Mereana Rapata-Hanning, Otago Polytechnic

Teaching the tough stuff !!

Engaging tertiary learners in topics such as Te Tiriti o Waitangi Treaty of Waitangi, Kawa Whakaruruhau/ Cultural safety and Maori health may seem like a challenge that most would not want to attempt. Facilitation of this learning requires careful navigation of the lived experiences and knowledge of the learners, awareness of the wider socio political context of Aotearoa New Zealand. This presentation is aimed at sharing teaching and learning techniques to empower them to consider to start ‘teaching the tough stuff’.

Megan Anakin, Helen Chignall, Ohad Dar, John Edmond, Sarah Holborow, Peter Radue, and Ralph Pinnock, University of Otago

Using design research to involve undergraduate medical students in the teaching of clinical reasoning skills

Background

Clinical reasoning can be defined as the thinking process physicians use to arrive at a diagnosis and treatment plan. Experienced physicians are able to analyse information as they collect it - they literally think on their feet, however, novices find information gathering and analysis challenging to integrate.

Summary of work

In 2017, a design research approach was used to tailor the teaching of clinical reasoning skills to undergraduate medical students (n = 74) in their fourth-year of study at Dunedin School of Medicine. After an initial workshop, student feedback was analysed using a general inductive approach to develop a set of learning resources and teaching strategies used at the next workshop.

This feedback-into-design process was repeated to inform a third workshop.

Summary of results

As a result of the feedback-into-design process, a general learning trajectory has been identified for this cohort of students and an online resource has been developed to further support students’ independent learning and practice of their clinical reasoning skills. Students reported that workshops were engaging and provided them with opportunities to observe clinicians model their reasoning and to practice their skills with their peers.

Discussion

This design research approach was useful for involving students in the interpretation of their curriculum and for informing teachers about the specific learning needs of a particular group of students. Other teachers may find this approach useful in their educational settings; however, the feedback-into-design process has yet to be formally evaluated.

Conclusions

Undergraduate medical students appreciated being involved in design of their clinical reasoning workshops. This approach allowed teachers to ‘close the loop’ by demonstrating that the feedback students provided was valued and used to inform their next steps of learning.

Take-home Messages

Undergraduate medical students appreciated the design research approach used to involve them in determining what clinical reasoning skills were taught to them and what instructional techniques their teachers used to do so.

John Reynolds, Jo Oranje, Rachel Spronken-Smith, Fiona McDonald, University of Otago

The challenges of leading large scale curriculum change from a student-centred framework

The Health Sciences First Year (HSFY) Programme involves 1500 University of Otago students every year, the majority of whom are aiming to gain entry to a restricted entry professional programme.

In addition, some of the 7 papers making up the current programme receive up to 600 additional students who take their paper as part of another degree. Despite the challenges of working with such a large cohort of students, we have recently shown that it is possible to institute changes in the curriculum that lead to positive and lasting effects on HSFY student learning styles (McDonald, et al, Teaching and Learning Inquiry, 5.2, in press). Currently, we are in the process of designing another significant change in the curriculum, driven by a desire to enhance student experience and maximise pathways leading from HSFY. In this talk, I will reflect on the journey so far of co-ordinating this change and accomplishing our aim for a student-centred approach, versus the realities of high-stakes programmes and staff uneasiness around the fear of the consequences of change. In addition, I would welcome discussion and suggestions about innovations to further enhance student experience in large programmes such as this.

Adam Proverbs, Isobel Malbon and Deborah Sims, Toi Ohomai Institute of Technology

Formative and summative assessment in a dedicated education unit - Partnership in action

Introduction

In 2016-2017 Toi Ohomai Institute of Technology piloted two Dedicated Education Units (DEU) (Edgecombe, 2014 1) with year two nursing students in two different practice settings. Using a case study approach, this presentation will discuss from an Academic Liaison Nurse (ALN) perspective, the lived experience highlighting the differences and similarities of undertaking formative and summative competency assessment in one DEU compared to the traditional preceptorship model.

Background

The decision to pilot a Dedicated Education Unit based on the Casey et al., 20082, DEU model, in an acute Orthopaedic unit, with second year undergraduate nursing students’ during their eight week placement was made by a collaborative

project lead team and the unit Clinical Nurse Manager in late 2015. Initially there were two action research “cycles” of DEUs piloted. Another rotation of students has been placed into the DEU in 2017. A total of 28 second year students have now completed their workplace experience in the DEU. In the DEU model two key roles are essential; one; a clinical focused academic lecturer from the educational institution known as an Academic Liaison Nurse(ALN) and two, a Registered Nurse(s) from the DEU known as a Clinical Liaison Nurse (CLN).The ALN and CLN meet informally and formally throughout the placement.

Assessment process

Formative and summative assessments are completed with the nursing student, ALN and CLN at set pre-planned times. This time is ‘protected’ time and CLNs are ‘back filled’ on the unit roster. When competency assessments were due the ALN, CLN and student met to complete both formative and summative assessments. The CLN and ALN work together with a student at various times during the placement and therefore was able to confirm clinical competency at the required year level through direct observation. Along with a variety of staff feedback, competency assessments were undertaken. This triangulation is vitally important to allow sound professional judgments and confidence of decision making. At the formative assessment the student receives timely, honest and constructive feedback/feedforward to enable progression while summative assessment evaluates the student’s ability to meet the course learning outcomes. Students work with a variety of health professionals so therefore all staff is encouraged to provide feedback as part of the assessment process to the student, ALN and CLN.

Conclusion

From an ALN perspective, the DEU model of clinical learning and teaching supports students to meet the required level of competency within a supportive clinical learning environment. This presentation will discuss how the competency assessments using this robust triangulation method was student focused and enabled the ALN and CLN to make sound professional judgments. Students reported

they felt fortunate and well supported and learning was enhanced through both formal and informal peer teaching opportunities.

1 Edgecombe, K. (2014). Clinical learning and teaching innovations in nursing: dedicated education units building a better future. New York: Springer.

2 Casey, M., Hale, J., Jamieson, I., Sims, D., Whittle, R., & Kilkenny, T. (2008). Dedicated Education Units: A new way of supporting clinical learning. Kai Tiaki Nursing New Zealand 14(11), 24-25.

Parallel Presentations 5:05 - 5:50 (45 minutes)

David Sjoberg & Dennis McDermott, Flinders University

Talking ‘Decolonisation’ Teaching ‘Whiteness’ Managing cognitive dissonance

Student experience in Cultural Safety education has taught us that to be effective educators we have to be prepared to have the hard conversations. A semester of content on Indigenous health is often an overwhelming experience for Non-Indigenous students. The concept of ‘Whiteness’ has usually never been broached and is rarely welcomed. The development of critical pedagogies to address this overwhelm - this cognitive dissonance - is our core business. If we are to disrupt colonial discursive practice, we must equip our students with a decolonising discourse - one that serves to enhance culturally safe practice - at the same time as we support them through a potentially-disconcerting process of change.

Selena Chan, Ara Institute of Technology

E-assessments for learning: Matching technology to learning

In general, digital forms of assessments have been focused on assessments of learning (i.e. summative assessments in the form of electronically invigilated exams). Assessments for learning (i.e. formative assessments) are more useful to learners as the feedback attained as learning progresses, may be reflected and acted upon to improve learning.

Technology-enhanced learning approaches offer learners several methods to easily gather evidence of learning as it occurs. Digital technologies also create opportunities for timely feedback from tutors, workplace trainers/mentors or supervisors and other learners to be provided as learners engage with authentic learning activities. This presentation, rationalises and introduces a range of E-assessments for learning approaches as part of an Ako Aotearoa (the NZ National Centre for Excellence in Tertiary Teaching) national research funded project. e-assessment approaches include methods to collect and collate the many forms of multiliteracies inherent in learning skills, knowledge and attitudes. Approaches matched to the disciplines of aviation engineering, carpentry, hospitality/cookery and quantity surveying include: preparing students for becoming reflective learners through scaffolded introduction to multi-media e-portfolios; leveraging the collaboration tools of note-taking software to provide peer and teacher feedback on work in progress; supporting students to ‘learn from making errors’ within simulated virtual environments; and learning aspects of spatial awareness through using virtual reality platforms.

Tim Cooper and Tracy Rogers, University of Otago

Making Change: The Development of a Peer Review Framework

How does one bring about change in a new leadership role, and what kind of change does one seek to make? In February I was appointed Associate Dean (Academic) in the Division of Humanities at the University of Otago. I was keen to change the environment in a way that enhances the teaching and learning in our division. One way of doing that was to shift the culture of peer review by providing a framework that would be mutual, voluntary, collaborative and sociable. In this paper I will relate the story of how and why we have developed a Peer Review Framework. I will be joined by Tracy Rogers who completed the literature review on which we based our model. Together we will outline the thinking behind the framework,

its design and our hopes for the future. - one that serves to enhance culturally safe practice - at the same time as we support them through a potentially-disconcerting process of change.

Rachel Spronken-Smith, Kim Brown, Vijay Kumar, Yvonne Gaut and Jackie Dean, University of Otago

Considering more structured professional development for PhD candidates

Recent research shows that an increasing number of PhD graduates are going into careers beyond academia. In this workshop, we consider how well we are preparing our PhD graduates for life within and beyond the academy. Given an increasing emphasis on more structured research training for doctoral candidates in the UK, Europe and Australia, is it time that New Zealand followed suit? At the University of Otago we are proposing more structured research education and professional development for PhD candidates that is attentive to disciplinary differences and student diversity. We have undertaken widespread consultation with PhD candidates, supervisors, alumni and employers to ascertain: whether such a programme should be optional or mandatory; possible frameworks to underpin the programme; whether the programme should be credit-bearing or not; the types of learning experiences that could be included; and who should have oversight of such a programme. Not surprisingly there are diverse views on whether such a programme is desirable, and if so the form it should it take. Some commonalities include general appreciation of a framework that facilitates student self-review, and concerns about potential workload and time. In this session we will query the workshop participants for their views on how we can prepare PhD candidates in more efficient ways for their research journey, as well as for future careers. We will present some of our findings to date, and canvas views on aspects of the professional development programme that is emerging from our consultative process.

TUESDAY 28 NOVEMBER

Keynote Presentation 9:15 - 10:00

Professor Stephen Billet 'Griffith University'



Dr Stephen Billett is Professor of Adult and Vocational Education in the School of Education and Professional Studies at Griffith University, Brisbane, Australia and an Australian Research Council

Future Fellow. After a career in garment manufacturing, he has worked as a vocational educator, educational administrator, teacher educator, professional development practitioner and policy developer in the Australian vocational education system and as a teacher and researcher at Griffith University. Since 1992, he has researched learning through and for work and has published widely in fields of learning of occupations, workplace learning, work and conceptual accounts of learning for vocational purposes. His sole authored books include Learning through work: Strategies for effective practice (Allen and Unwin 2001); Work, change and workers (Springer 2006) Vocational Education (Springer 2011) and Mimetic learning at Work (2014) and Integrating Practice-based Learning in Higher Education Programs (Springer 2015). His edited books include Work, Subjectivity and Learning (Springer, 2006) Emerging Perspectives of Work and Learning (Sense 2008), Learning through practice (Springer 2010), Promoting professional learning (Springer 2011), Experiences of school transitions (Springer 2012), Promoting, assessing, recognizing and certifying Lifelong Learning (Springer 2014), Francophone conceptions of Learning through practice (Springer 2015), Supporting learning across working life: Models, processes and practices (Springer 2016) and Enhancing

Teaching and Learning in the Dutch Vocational Education System (Springer 2017). He is the founding and Editor in Chief of Vocations and learning: Studies in vocational and professional education (Springer) and lead editor of the book series Professional and practice-based learning (Springer) the International Handbook of Research in Professional and Practice-based Learning (2014) with colleagues from Germany. He was a Fulbright Professional Scholar in 1999, awarded a 2009-2010 Australian Learning and Teaching Council National Teaching Fellowship that identified principles and practices to effectively integrate learning experiences in practice and academic settings. In June 2011, he secured a four-year Australian Research Council Future Fellowship on learning through practice that identified a curriculum and pedagogy of practice. In 2015 he secured an Office of Learning and Teaching Development national grant examining students' post-practicum experiences (2015-2018). In August 2013, he was awarded an honorary doctorate by Jyväskylä University (Finland) for his contributions to educational science and elected Fellow of the Academy of Social Sciences of Australia in 2015.

Integrating and augmenting higher education students' workplace experiences

Significant institutional and personal resources and commitments are being invested in providing higher education students with workplace experiences. Much of this investment is directed towards improving those students' readiness to move into the world of work and specific occupations upon graduation. This is sometimes referred to as making graduates 'job-ready' through the organisation and provision of workplace experiences for students. Less attention has been given to how the educational worth of those experiences can be understood and benefits secured. There is certainly much emphasis now on integrating the two sets of experiences, although the practices for doing so often require further elaboration, evaluation and better alignment with particular educational goals.

This all requires understanding what actually constitutes the integration of experiences, including

individuals' reconciliations of them. Seeking ways to augment those experiences is also now a priority given the institutional and personal investments associated with these experiences. This presentation discusses: i) the kinds of educational goals that can be obtained, ii) curriculum and pedagogic practices for these experiences, and iii) how these might be augmented. It draws upon three recent projects funded by the Australian government that involve a range of disciplines across over 20 Australian universities. Particular reference is made to a current study seeking to augment students' experiences, post practicum. The data presented and discussed includes those provided by healthcare students (i.e. medicine, nursing, midwifery, physiotherapy, dietetics) about their preferences for the purposes and processes of such augmentations. Overall, it is proposed he case proposed that alignments amongst educational goals, curriculum and pedagogic practices and students' personal epistemological are required to most effectively achieve learning outcomes for university students from their workplace experiences

Plenary Panel Presentation 10:00 - 10:40

Dr Karyn Paringatai, Megan Potiki, A/Prof Suzanne Pitama and Prof Jacinta Ruru, University of Otago



Dr Karyn Paringatai is a lecturer in Te Tumu where she teaches Māori language and Māori performing arts. She has a particular research interest in sociological issues exploring how Māori-performing arts contributes to identity development, particularly amongst those living away from their tribal areas. Her other research interests include grammatical aspects of the Māori language and second language teaching and Māori performing arts, particularly poi and the analysis of haka and waiata compositions.



Associate Professor Suzanne Pitama is the director of the Māori/ Indigenous Health Institute, University of Otago, Christchurch campus. Suzanne is a child psychologist and has been involved in Māori health research for more than 18 years. Suzanne is on the LIME (Leaders in Indigenous Medical Education) reference group, which has representatives from each of the Australasian medical schools. Suzanne has a special interest in medical education, and her PhD focused on the design, implementation and impact of indigenous health curricula within medical schools across four countries.



Megan Potiki (Ngāi Tahu, Ngāti Māmoe, Te Āti Awa) is a lecturer in Te Tumu – School of Māori, Pacific & Indigenous Studies, at the University of Otago where she teaches te reo Māori and is working towards

completing her PhD. Her research interests are focused on the loss of te reo Māori at Ōtākou and the written Māori archives of the past that have a particular geographical focus on her tribal region of Kāi Tahu in the South Island of New Zealand.

Poutama Ara Rau: He waka eke noa

Poutama Ara Rau is a recently launched University of Otago research theme looking at how Māori knowledge and Māori pedagogies can be integrated in to tertiary teaching to ensure Māori and non-Māori student success. Staff across a number of institutions in the tertiary sector employ different teaching techniques to enhance student learning experiences. This presentation will look at three different discipline specific innovations we use in our classrooms at the University of Otago to achieve the aims of Poutama Ara Rau.

Parallel Presentations 11:20 - 11:55 (35 minutes)

Marc Wilson, Victoria University of Wellington

“In the event of an emergency, please secure your own oxygen mask before assisting others”: Student and teacher wellbeing

What is the wellbeing ‘profile’ of our students? How do the pressures they experience play out in their studies? For that matter, what is OUR wellbeing ‘profile’? In this session I’ll talk about what we know about the wellbeing of our students, and in particular the people who come into our classrooms soon after school. I’ll also talk about the way that YOU cope with the pressures of work, as well as provide a small toolkit for supporting your own, and your students’, wellbeing.

Beth Beckmann, Australian National University

Applying for HEA Fellowship – practical considerations

A/Prof Beth Beckmann led the development of the HEA scheme at the Australian National University, where there are now over 300 fellows of the HEA, including the Vice-Chancellor. She has also supported initiatives at many other universities—including AUT in NZ—to introduce the framework. In this session, Beth will outline some of the practical aspects in developing an application and provide pointers as to how evidence portfolios are assessed.

Clinton Golding, University of Otago

Educating for thinking: How can we teach and assess thinking?

Depending on the context, we want our students to think mathematically, artistically or historically; we want them to think like a physicist, a doctor, a sociologist, a dietician or an economist; we want them to learn to reflect, theorise, reason, infer, evaluate, synthesise, analyse, and make

judgements and decisions. But how do we achieve this? Given thinking is so abstract and seemingly impossible to observe, how would we teach it, and assess whether it is occurring? I argue that if we first become aware of what we do when we think, we can then 1) describe the thinking according to what we do, say and ask; 2) teach it by asking our students to do the same thing; and 3) assess it by observing whether our students also use these ‘thinking behaviours.’ This will be a very practical session where you will articulate the thinking needed in your context and subject based on what you do, say and ask and then use this to develop strategies for describing, teaching and assessing thinking.

Lee Wannacott, Otago Polytechnic

Considerations for teaching business ethics within a tertiary curriculum

This conference paper explores research on how business ethics might be taught within a tertiary curriculum. The catalyst for this research was a curriculum review of existing qualifications recently conducted by Otago Polytechnic’s business faculty. The recent review has been driven by the New Zealand Qualifications Authority (NZQA). Research methods employed included a review of existing literature, a focus group comprised of six lecturers at Otago Polytechnics “Enterprise and Development” college (EAD) and a relevant lecturer from Otago University, an interview with a world-leading moral philosopher at Otago University and questionnaires directed at accounting firms across New Zealand. Methods in this present study also included another survey for New Zealand’s 18 Institutes of Technology and Polytechnics (ITP’s). This paper is likely of interest to tertiary institutions globally, but especially to those in Australasia. Findings show that conflicts of interest, self-interest and competency issues are perceived as the most likely ethical issues to occur at accounting firms. No accounting firm survey participants selected tertiary education as having the most influence on their ethical or moral compass; this raises questions about the effectiveness of teaching business ethics at tertiary

level. Qualitative findings show increasing support for an integrated approach utilising case studies to teach business ethics, as having a standalone paper based on ethics is criticized for separating ethical issues from real world examples. In the interview with the moral philosophy professor, notable support emerged for Kohlberg’s Stages of Moral Development (1984). The latter is a broad model suitable for limited time and coverage, relative to other ethical models (e.g., this would likely be suitable within a first- year business course). Both the interviewee and the focus group supported an emphasis on ethics in the last portion of a degree, as this would help to bridge the study-work transitions that students face.

Parallel Presentations 12:00 - 12:25 (25 minutes)

Caro McCaw, Otago Polytechnic

Positioning young learners through working together

Communication Design at Otago Polytechnic regularly employs a project-based learning approach, connecting with researchers and communities in the design of interactive experiences. These connections form a web of collaborations, both inside and outside of the classroom. The designed outcomes may range from public exhibition design to content and interfaces for a new app. In this presentation we reflect on their learning process and the (sometimes unexpected) learning outcomes. These range from those documented in the course description, to the many “soft skills” or capabilities that emerge from these collaborations. The two projects are used to illustrate our thoughts and reflections on how the process of engagement with research and people, helps our young learners see a place for themselves in our world – both in our histories and in our possible futures.

Karen Graham, Siobhan Tranter, Chris Gaul and Susannah McKenzie, Nelson Marlborough Institute of Technology

Integrative Literature Review: Reasons ethnically diverse undergraduate students nurses leave the profession before graduating

Background

An ongoing concern is the recruitment and retention of student nurses within Bachelor of Nursing degrees both nationally and internationally. This, combined with the ageing population and the increasing diversity of cultures, results in a shortage of nursing staff in general and challenges to achieve culturally appropriate health care. It has been well reported internationally that there are fewer nurses being educated than what will be required in the future. Contributing to this is the changing diversity of the population internationally and locally.

Method

We performed an integrative review of the literature to look at strategies that could be implemented to create and retain a more culturally diverse RN workforce. Four themes emerged.

1. Prediction,
2. Recruitment and retention,
3. Single facet approach,
4. Multi-facet approach.

A wide variety of different initiatives and positive outcomes were reported from various studies, but retention is a complex issue and requires further investigation.

CINAHL, PubMed, ProQuest, ERIC, Cochrane databases were searched using key terms to identify papers. The CASP tool was used to evaluate relevant studies for rigour. 17 papers were identified for inclusion.

Results

There are many factors which appear to impact on student completion rates. There is no one isolated factor that can predict success. A group of people are not homogenous and for this reason a single facet approach can be limiting. Implementing a

broad range of strategies across the continuum from recruitment to graduation is likely to be a more appropriate solution to achieve higher graduation numbers amongst ethnically diverse students.

Dr Arlene McDowell and Megan Anakin, University of Otago

Introducing an active learning approach using the IDEA Experiments

Traditionally, students experience science experiments as a prescriptive exercise rather than a creative opportunity to apply their skills to investigate concepts in a systematic way. The IDEA (Inquiry-Design-Explore-Answer) Experiment uses an active learning approach where students design, plan and perform their own experiment in a laboratory class. The motivation to adopt the IDEA Experiments was to enhance learning by moving away from a prescriptive approach to an undergraduate lab class and facilitate students to become more engaged with the material. The aim of this mixed methods study was to investigate if an IDEA experiment would enhance students' experimental knowledge and their appreciation of scientific experiments in a pharmaceutical science laboratory as part of their Bachelor of Pharmacy. This active learning style was introduced into a third-year pharmaceutical science class (n = 133). We surveyed students pre- and post- the IDEA lab to investigate if an active learning approach enhances student's conceptual development. The survey was repeated in the next lab class to explore if one experience of active learning translates to subsequent lab classes. Students and demonstrators (n = 3) were also asked to provide written feedback about their experience of the IDEA experiment. Analysis of the pre- and post-experiment data involved scoring student's responses using pre-defined criteria then the resulting variables were analysed statistically. Written feedback was analysed thematically using a general inductive approach. Preliminary findings suggest that participants were overwhelmingly positive about the IDEA experiment. It was reported that the active learning approach was more

engaging than the traditional experiment format and made students think for themselves. In this presentation, we will discuss the process of introducing active learning strategies into a science laboratory. We will also present the results of our pre- and post-experiment data analysis and discuss the impact of an active learning approach on student's experimental knowledge.

Johanna Zellmer and Andrew Last, Otago Polytechnic

CLINKPROJECT3: COLLABORISM

Authors: Kanisha Aldred, Sarah Beaumont, Antonia Boyle, Emily Brain, Tayla Edmunds, Rob Fear, Ildi Juhasz, Brogan Nutall, Andrew Last, Eileen Leahy, Catherine Randall, Meg Van Hale, Susan Videler, Ali Wallace, Michelle Wilkinson and Johanna Zellmer

This paper will report on a collaborative jewellery initiative established in 2014 jointly by Hungry Creek Art and Craft School in Auckland and the Dunedin School of Art at Otago Polytechnic. Every year the two schools join forces to form a collective of current students and staff for a collaborative event known as CLINKProject, which includes undergraduate and postgraduate students across levels 6-9 and staff members, all working collaboratively towards one outcome. The projects play with the experience of disruption or intervention, often in the form of unannounced pop-up exhibitions in central Auckland, such as jewellery making on the street or deploying clear plastic umbrellas as moving showcases. Each year's collective gathers for a frenzied week of brainstorming, planning, collaborative making and public interaction, in an endeavour to share contemporary jewellery with a diverse audience. In 2016 for CLINKProject3: Collaborism the collective was working with the challenge of how to enact these driving forces within the context of a public gallery setting and set out to intervene with expectations of authorship.

The paper will focus on this third iteration of the CLINKProject initiatives, where jewellery pieces were created collaboratively by the 16 group

members, each taking turns to extend and change the pieces that circulated among them. Objects generated were unpredictable and driven by each maker's inherently different methodology. All work was presented at Te Uru Waitekere Contemporary Gallery and given away to members of the public at the conclusion of the exhibition. CLINKProject3 concluded at the National Symposium of Craft, Applied Art and Design at the Auckland Museum which presented professional networking opportunities and compelled the participants to not only be artists and curators, but to also collaborate as writers. This paper bears the fruits of a dynamic writing workshop.

Parallel Presentations 12:30 - 12:55 (25 minutes)

Rena Heap, University of Auckland

Shifting practice through professional learning conversation and communities

As education at all levels confronts and is confronted with new technology in an increasingly digital world, there is a corresponding need to research the associated pedagogies to enhance learning outcomes. The digital fluency required to teach in our rapidly changing and increasingly technology-rich educational landscape requires professional proficiency and confidence in digital pedagogies, skills and tools which challenges many of our teachers at every level of our education system. But it also demands a criticality rather than unquestioning acceptance.

To facilitate informed shifts in our teaching practice with digital technologies, this project looked at the efficacy of establishing elective semester-long professional learning communities (PLC) within our Faculty of Education staff—based on research which suggests that the professional learning conversations which occur within the context of PLCs can provide a catalyst for significant, powerful shifts in classroom climate, pedagogy and learning. These PLCs were underpinned by Lave and Wenger's community

of practice framework. Sociocultural and socio-constructivist theory and connectivism provided the foundation for understanding and critiquing shifts in teaching and learning.

It was found that meeting together as PLCs as a people-focused rather than technology-focussed approach, enabled the participants to deepen their understanding and application of digital pedagogies in their teaching practice, develop a knowledge base, create a shared commitment to community, and improve resources for teaching with digital technologies. As a Faculty of Education, a strong driver was to prepare pre-service teachers for the classrooms in which they would be required to teach, where the only certainty is that education systems will be constantly open to further change. However, the findings are relevant for any institution wanting to reflect the shifts in the societies from which they draw.

Brigid Casey, University of Otago

Developing student numeracy – closing the gap

Student numeracy is a complex issue of interest to educators across the tertiary sector. It is well documented that many students come to university mathematically underprepared for their chosen course of study. However, students starting university with low numeracy competency may not be aware of the gap between their mathematics knowledge and skills and the expectations of educators in their discipline. This presentation draws from an Ako Aotearoa funded project: "Improving undergraduate outcomes with proactive numeracy learning support." This project investigated student numeracy, identified potentially 'at risk' students and offered them learning development advice and an opportunity to join an intensive numeracy development programme. This presentation will focus on one aspect of the project: the numeracy gap and how it may be identified, categorised, and communicated. In particular, students from a relatively homogenous cohort, with similar academic aspirations, had a diverse range of numeracy development learning needs to close the gap. Exploring the ways in which

students’ learning needs differ, informed the development of an intervention programme aimed to build student numeracy.

Roger Baars & Marie McEntee, University of Auckland

Peer Support Networks in Large Classes: Introducing study buddy groups

In 2016, we introduced ‘study buddy’ groups into a large inter-disciplinary undergraduate class to lessen anxiety associated with oral presentation delivery. While the initial concept focused on anxiety reduction, these peer support networks achieved well beyond this original focus, by stimulating peer to peer learning, creating class networking opportunities, and developing for some students, even those who were advanced, their first friendships at university. This talk provides an insight into the implementation of a peer support network in a class of 300 students, and reveals the lessons learned and the outcomes achieved.

Sue Brotherton, Shirley Porter and Sandra Krielen, Toi Ohomai Institute of Technology

Mind The Gap – an interactive exploration of issues experienced by Level 6 Business Research Students

An interactive exploration into the issues experienced when students undertake level 6 business research. The presenters will initially table issues seen as common to research cohorts and successful solutions which have been utilised. Content will include relationship building within groups, forming the question, ability to access scholarly article databases and using the results (literature review), understanding ethics and applying for ethics approval, establishing stakeholder relationships, utilising statistics, use of excel/SPSS or similar, final reporting skills and specific international student issues. The participants will be encouraged to engage in discussion to both address existing content and expand on it in relation to their own teaching/

learning practice. This will allow participants to have the opportunity to benchmark their own experience against other practitioners and explore alternative options when assisting Level 6 Business Research Students.

Parallel Presentations 1:50 - 2:15 (25 minutes)

Nicola Beatson, University of Otago

The barriers to using tools and techniques for transformational teaching

This research project is examining the barriers to the uptake and use of tools and techniques which would enhance/enable transformational teaching. We are surveying all academic staff at two Universities (data collection for one is complete and the other is still in collection stage*). These tools and techniques are available to all academic staff at the two Universities. One University is more focused towards an online learning environment and the other is more traditional.

*As stated, at the time of this submission only one data set has been collected, however by November, it is hoped to have both data sets and preliminary analysis completed.

Naomi Bates, Toi Ohomai Institute of Technology

“Mean Maori Mean” - Looking back in order to move forward: reflections on the lived experiences of students.

This project was designed for 16-19 year old Youth Guarantee students and non-traditional learners with diverse backgrounds, who may have had negative experiences of mainstream education labels. “Mean Maori Mean” is a component of the teaching programme that develops student confidence, creates supportive environments and challenges student learning and growth. It is a whanaungatanga based project that lends itself to drawing on students’ life experiences and changing habits that might affect their learning. Students are asked to bring themselves to the teaching

environment. In identifying who this self might be, we ask them look at why they are here, and at what they bring to the classroom. We ask them to look back at their own culture, identity, family traditions and whanau history to glean this information. This leads to reflecting on what they think might have influenced the people they have become, and how they got to the space they are currently occupying. Building strong supportive connections between students and students, students and tutors, students and their whanau is the goal of this project, in conjunction with providing positive learning relationships between students and the wider tertiary whanau. Our presentation focuses on how this programme is delivered, how student confidence is developed through supportive teaching and learning practices and in turn, shows how this contributes to the individual’s ability to transition with confidence into becoming a positive learner.

Vivienne Anderson, Ana Rangi, Esmay Eteuati, Rob Wass, Clinton Golding and Rafaela Rabello, University of Otago

“I think they need to realise how influential they really are”: What can we learn from university students’ conceptions of ‘good teaching’ and ‘effective learning’?

Students are primary stakeholders in university contexts, and as such, have much to teach us about what constitutes ‘good teaching’, or teaching that helps them learn. In this seminar, we discuss the ‘Good Teaching Project’: a pilot study aimed at foregrounding diverse students’ voices in relation to university teaching and learning. Participants included 33 high achieving international, Māori, Pacific Island, and (other) local students enrolled in Humanities subjects at a New Zealand university. The study explored students’ conceptions of good teaching and effective learning through two focus group sessions held a week apart, using open-ended questions, critical incident technique, and ‘photovoice’. Students’ conceptions were remarkably similar across all cohorts. The students depicted good teachers as people who are

interested in teaching, students, and their subject areas; and who are approachable, knowledgeable, and responsive to students’ diversity and learning needs. However, they also affirmed the value of teacher diversity, and acknowledged factors that limit teachers’ capacity to teach well. Students’ conceptions of good teaching and effective learning were intertwined. They conceptualised effective learning as a journey of exploration that requires determination and focus; doing ‘what works for me’ while working with and valuing others; and staying organised while remembering to pause. In this presentation, we outline the study methodology, highlight our key findings, and reflect on some implications for practice.

Selene Mize, University of Otago

Control the classroom or empower learners?

This session examines the common practice of attempting to control the learning environment by doing such things as requiring attendance and/or forbidding the use of computers or cellphones during class. While well meant, this can have unintended negative consequences, which will be discussed in this session. There will be time for discussion.

Marie McEntee, University of Auckland

Tertiary Outreach: Creating co-learning environments that give children voice and agency to effect change

Sea Science is a project funded through MBIE’s Curious Minds Programme. It is a partnership between the schools on Aotea Great Barrier Island and Coastal and Science Communication specialists at the University of Auckland. It enables Year 1-8 children to positively contribute to the management of their coastal environment and provides an opportunity for tertiary students to learn how to work in community-based projects. The project uses the context of beach cleanups to actively engage the children in the scientific process to stimulate the children’s curiosity to investigate their pre-existing concerns about marine debris on

their coasts. It gives the children a voice to report their thoughts in their own language through theatre, film, art and song and enables them to come up with creative solutions for managing their coastal environment. This talk will explore how this project has created a co-learning environment from a partnership between tertiary teachers, primary school children and their local communities.

Parallel Presentations 2:20 - 2:45 (25 minutes)

Warwick Murray, Victoria University of Wellington

Singalonga learnalot?’ Pedagogic harmony in the tertiary classroom

This presentation explores the use of music in the tertiary classroom. Using live and recorded examples can help transpose students to the places they are exploring in a range of subject areas. Using case studies from his own virtual fieldwork research and new songs from his classes in Geography, Development and Area Studies Warwick critically explores techniques and strategies for the singalonga learnalot approach. He concludes with his song ‘The More You Know The Less You Know’.

Peter Mellow, Eastern Health (Aus)

Seven years before the mast

I’ve spent the past seven years working in the Australian University system. Two years initially at Curtin as a Lecturer/eLearning advisor, and the past five as Learning Design Coordinator at Melbourne University. While I haven’t been teaching as much as I did in New Zealand, I think I have been in a unique position to observe a great variety of tertiary teaching practice in Australia. This session will contrast and compare the NZ/Australian higher educational landscape and use some brief case studies to showcase and highlight some emerging trends and practices in Australia.

James Oldfield, Unitec Institute of Technology

Enhancing teaching through Virtual and Augmented Reality

Creating real world authentic learning experiences for students isn’t always practical, safe or affordable. Virtual and augmented reality have made it easier than ever for educators to create immersive simulations and engaging learning experiences. This technology is safe, easy to manage and vastly more affordable than it was in the past. This presentation showcases how these popular technologies are being used to enhance teaching and learning at Unitec Institute of Technology. We will demonstrate how virtual reality gives our students an opportunity to experience a building site from the classroom and safely identify any hazards it may hold. We will also showcase how augmented reality can bring learning instructions to life, making it quick and easy for learners to engage in our new teaching spaces. The audience will come away from the session with hints, tips and ideas they can try for themselves on a limited budget with their own students.

James McKinnon, University of Wellington

‘I had never danced in a bathroom before’: Peripatetic Pedagogy with Audio Walks

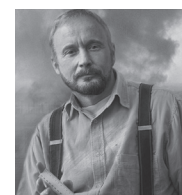
The rise of electronic media and distance learning can feel threatening to educators who value proximity and face time. But quite often, when we compel students to gather in the presence of teachers, it is to discuss something that is itself absent. Many tertiary students are keen to get out of the classroom and into the so-called real world; others are perhaps too comfortable in the classroom, and too accustomed to the narrow range of activities that take place there. Digital learning technology can sometimes permit what in-class meetings do not: a direct encounter with the world beyond the classroom, which engages a variety of learning domains. This paper discusses

a particular type of digital learning technology, the audio walk.

Audio walks are a growing phenomenon in the tourism, heritage, and creative sectors, and a group of educators, artists, and learners at Victoria University are exploring their potential as a learning activity. Instead of bringing learners and teachers together in the same place and time, audio walks use smartphones and audio files to take participants on self-guided tours of their communities, framed by fictional content. Working with the acclaimed New Zealand performance company, Binge Culture, we are piloting audio walks which embed curricular content in a semi-fictional framework. We hope that these self-guided lessons will help participants engage with discipline knowledge and apply their skills to observing the world outside the classroom.

Keynote Presentation 3:15 - 4:15

Professor Welby Ings



Professor Ings is a multi-award winning film maker, author, designer and illustrator. His three short films Boy, Munted and Sparrow have been selected for numerous international film festivals including Cannes and Berlin. Boy was also shortlisted for the 2006 Academy Awards. Professor Ings believes there are scholars who write, analyse and contextualise and there are scholars who create. Obviously he is the latter. He sees creativity as part of normal human thought. As a designer he says creative thought is rarely used to prove ‘truth’, but is employed instead to help us find elegant answers to complex questions.

In 2002, Professor Ings received the inaugural Prime Minister’s Award for Tertiary Teaching Excellence and he says his greatest commitment is to teaching. He does not see teaching as the dissemination of knowledge, rather, it involves creating a ‘troubling’ environment for learning. Effective learning, he says, involves ongoing, intelligent, disobedient acts that help to move knowledge beyond the constraints of

formula. ‘Disobedient Teaching’ is the theme and title of his new, best selling book. In it he critiques our anxious, micro-managing of teachers and learners and he argues for the power of experimentation and humanising in learning.

Professor Ings completed his PhD in 2005 on the structure and profiles of narrative music videos and television commercials. He is a fellow of the Royal Society of Arts (UK), a member of the Designers Institute of New Zealand, and the New Zealand Screen Director’s Guild. He takes his position as critic and conscience of society very seriously and isn’t afraid to deal with marginalised knowledge and issues that are underrepresented. His research and creative work have seen him tackle the history of the culture of male prostitution, homosexual law reform, poverty, mental health and immigration. He reviews for a number of national and international funding agencies, including Creative New Zealand. He is currently working on a new feature film that looks at the nature of small town boxing. His research also covers the historical metamorphosis of underground languages, methodological approaches to creative practice in higher research degree education, and the role and nature of storytelling as academic inquiry.

The post-heroic teacher: leadership and influence in the age of anxiety

This talk uses your thinking, stories and images to consider creativity and trust when growing potential in ourselves and others. In so doing, it examines why certain leaders attract, retain and grow highly innovative thinkers. Drawing on research into post-heroic leadership models and wounded hierarchies, it argues in support of approaches that reach beyond coercive, evidence- based, performance measurement. In so doing, the talk highlights alternative, ego-diminished and highly people-focused approaches. These historically successful models may challenge our obsession with documenting and reporting and shift attention onto potential, responsibility and operating with higher levels of trust.

Registration Desk

The registration desk will be located at St Margaret’s College and open during the following times:

Monday 27 November 11.30am – 1pm,
located in the Library

Tuesday 28 November 8.30am – 9am,
located in the Foyer

It will also be open during tea breaks and lunch.

Refreshments

Morning tea, afternoon teas, lunch and dinner are included in your registration fee. View the programme to find out where delegates will gather for breaks. There are alternative options for eating on campus but these are at delegate’s own expense.

Conference Dinner

The dinner will take place at 7pm on Monday 27 November in the Dining Hall. There will be pre-dinner drinks and canapés served in the Valentine Room. The conference dinner can be treated as another session of the conference as this will be an opportunity to further explore immersive teaching pedagogies. In an effort to keep costs down, alcohol during social events was not included as part of the registration fee, however a cash bar will be available before, during and after the conference dinner. Non-alcoholic beverages are provided.

Internet Access

There is wireless internet available at St Margaret’s College. You can request a wifi access voucher at the registration desk.

Venues

We are using two buildings to house the Talking Teaching conference sessions. St Margaret’s College will host the registration desk and some of the parallel conference presentations as well as all meals. The Archway Complex will host all plenary presentations and some parallel presentations. The walk from one building to the other is about one minute. There are useful maps and a detailed programme contained in the handbook.

Presenter Preparation Room

Television Room 1 & 2 are available for presenters to use as preparation rooms. Presenters are welcome to use their own laptop to work on their presentations. There is wifi access in both rooms. Powerpoints are also available.

Residence Halls

To check in to the halls of residence at St Margaret’s you must report to the reception desk inside the main entrance of the college. Someone will greet you and issue a key to your room. Bedding and towels are provided. Rooms are fully furnished and centrally heated. Hot and cold breakfast is served between 7.30am and 8.30am in the Norris Dining Hall. Each hall has a bathroom, shower, toilets and kitchenette area to every 6 or 7 bedrooms.

Social Media

Please use #talkingteaching17 if posting about the conference on social media.

Useful Contact Numbers

Amy Patté (organiser): 027 4904624
Kiwi Shuttle: 0800 365494
Dunedin Taxis: 03 477 7777



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