



FULL SCHEDULE OF ABSTRACTS

(Abstracts in alphabetical order by presenter's surname)

Talking Teaching 2018



Engaging Teaching, Inspiring Learning

A conference on tertiary learning and teaching practice

29 - 30 November, University of Canterbury, Christchurch



Elizabeth (Beth) BECKMANN
Beth Beckmann & Associates

Workshop, 25 mins

Thursday, 11.00am-11.25am, Drawing Room 1

Professional Recognition in Teaching and Leadership Networks

Does Professional Recognition of Teaching Foster Leadership?

Fung and Gordon (2016,5) define ‘education leaders’ as those “individuals who make a significant, even transformational, impact for good on others” in higher education teaching contexts. Noting there is “much more to education leadership than good teaching”, Fung and Gordon (2016,9) recommend institutions use a “strength-based promotions strategy” to reward individuals for contributions towards “the collective institutional mission and the quality of student education”. This workshop will engage participants in considering how professional recognition of tertiary educators—through awards, prizes, scholarships, grants, teaching fellowships (e.g. those previously offered by the Australian Government) or standards-based fellowships (e.g. Higher Education Academy fellowships)—can support, foster and strengthen leadership capabilities and leadership networks. What do the latter look like? Do they differ depending on the nature of the recognition and/or the recognition processes? What benefits accrue to individuals and to their institutions? The workshop will be facilitated by Assoc/Professor Beth Beckmann PFHEA, whose own Australian National Teaching Fellowship on professional recognition has made her a national leader in this discussion space (Beckmann, 2016, 2017a, 2017b, 2017c) and who has personally facilitated the recognition of hundreds of academic, professional and sessional staff as institutional and national teaching award winners and HEA fellows. One proposed collaborative outcome is a communique to nationally representative bodies to outline the benefits of recognising their educators.

Beckmann, E.A. (2016). Teaching excellence: Recognising the many as well as the few. Paper presented at HERDSA Conference Fremantle, July 2016.

Beckmann, E.A. (2017a). Leadership through fellowship: Modelling distributed leadership in a professional recognition scheme for university educators. Journal of Higher Education Policy and Management, 39(2):155-168.

Beckmann, E.A. (2017b). Forums, fellowship and wicked problems in teaching. pp. 545-565 in McDonald, J. & Cater-Steel, A. (Eds.) Communities of Practice: Facilitating Social Learning in Higher Education. Springer.

Beckmann, E.A. (2017c). Professional staff, professional recognition: Bringing learner support staff into the fellowship of university educators. In: Bossu, C. & Brown, N. Professional and Support Staff in Higher Education. Springer Science.

Fung, D. & Gordon, C. (2016). Rewarding educators and education leaders in research-intensive universities. York: Higher Education Academy.

DELEGATE TAKE-AWAY

Deep understanding of the ways in which recognition of educators contributes to their capacities to become educational leaders.

PRESENTER BIOGRAPHY

With many national and institutional teaching awards, and qualifications in higher education, natural sciences and environmental management to her credit, Associate Professor Beth Beckmann is an Australian National Teaching Fellow and a Principal Fellow of the Higher Education Academy (PFHEA). Instrumental in facilitating the spread of the Higher Education Academy (HEA) fellowship scheme from its UK-centric focus to an Australasian-wide engagement, Beth was Accredited Program Manager and Co-Chair of the HEAaccredited Australian National University (ANU) Educational Fellowship Scheme from 2013-17, and a mentor to many other Australasian universities as they engaged with the notion of professional recognition of university educators in an internationally benchmarked context. With honorary/ adjunct positions at ANU and Griffith University, and as Chair of the ACT Ministerial Advisory Council on Women, Beth is now a professional recognition, leadership and academic development consultant to many universities across Australia.

Elizabeth (Beth) BECKMANN
Beth Beckmann & Associates

Workshop, 40 mins

Friday, 11.00am-11.40am, Drawing Room 1

Professional Recognition in Teaching: Is there a Gendered Perspective

In universities, women are more likely to have significant teaching, student support and governance loads, often being seen as the nurturers, the 'generation-bridgers', or the ones who just cannot say 'no' (Centra & Gaubatz, 2000; Marchant & Wallace 2013). Women are also more likely to accept contracts in teaching-only or teaching-focused roles, especially in casualised positions (Gottschalk & McEachern, 2010; Lopes & Dewan, 2014). Such contexts limit time available to develop research track records or external esteem indicators, feeding into the gender bias evident in tenure and promotion, maintaining the so-called 'merit-based' status quo (Nielsen, 2016). To resist the latter, women need to proclaim their accomplishments as educators, central to universities' reason for being. Professional recognition through the internationally-benchmarked Higher Education Academy fellowship scheme provides just such an opportunity to obtain externally-referenced esteem. Are Australasian university women taking up this opportunity, and is there a gendered perspective to professional recognition? Assoc/Professor Beth Beckmann PFHEA will share her experiences working with hundreds of academic, professional and sessional staff across many Australian and New Zealand universities, and lead an interactive workshop to explore opportunities for capitalising on the gendered perspective towards greater equity.

Centra, J.A. & N. B. Gaubatz. (2000). Is there gender bias in student evaluations of teaching? Journal of Higher Education, 2000, 71:17-33.

L. Gottschalk & S. McEachern (2010). The frustrated career: casual employment in higher education, Australian Universities Review 52(1).

Lopes, A. & Dewan, I. (2014) Precarious pedagogies? The impact of casual and zero-hour contracts in Higher Education. Journal of Feminist Scholarship, 7(8):28-42.

T. Marchant & M. Wallace (2013). Sixteen years of change for Australian female academics: progress or segmentation? Australian Universities Review, 55(2):60-71.

M. W. Nielsen (2016). Limits to meritocracy? Gender in academic recruitment and promotion processes. Science and Public Policy, 43(3):386-399.

D. Smith, R. Spronken-Smith, R. Stringer & C. A. Wilson (2016) Gender, academic careers and the sabbatical: A New Zealand case study, Higher Education Research & Development, 35(3):589-603.

DELEGATE TAKE-AWAY

An awareness of the gendered aspects of professional recognition of tertiary educators, and an engagement with the practicalities of ensuring that female staff are supported in gaining and benefiting from recognition.

Professor Iouri BELSKI
Royal Melbourne Institute of Technology

Workshop, 40 mins

Thursday, 2.45pm-3.25pm, Room E8

Educating the Edisons of the 21st Century: How to succeed in developing creativity skills?

It is hard to name any profession that in the past 10 years has not been significantly influenced by changes instigated by novel web technologies and by rapid invasion of computers into our day-to-day life. University educators have been impacted by these changes too and have embraced new educational technologies as well as numerous teaching innovations that seem better suited to students of the 21st Century. For example, to make learning more effective, many Australian universities made significant investments in new study spaces, 'flipped' classes, introduced fully on-line degrees, developed educational apps and games, and even started to use social media networks. Are these changes sufficient to graduate specialists that will succeed in their future professions? Are there any urgent issues that universities need to address to ensure that the skills university graduates gain over three or four years of study will carry them through the challenges of the 21st Century?

Recent data released by the Foundation for Young Australians (FYA) concludes that the next generation of Australian workforce needs to have a significantly different skillset to that which many of the current graduates possess (Foundation for Young Australians, 2017). The FYA report that analysed over 4 million job advertisements in Australia from 2012 to 2015 suggests that the jobs of the future are going to be more entrepreneurial in nature and that cognitive skills (i. e. critical thinking, creativity and problem solving) are already in much higher demand than they were just a few years ago.

This presentation/workshop is devoted to reflections on the fellowship activities of Iouri Belski (Royal Melbourne Institute of Technology, 2016 OLT National Senior Teaching Fellow) related to enhancement of creativity skills. It briefly covers the fellowship activities and the Fellowship Repository of educational materials that can be used by educators to embed effective thinking heuristics into existing subjects (edisons21.com). The attendees will be engaged in applying a simple heuristic to an open-ended educational problem.

The presentation also discusses the definition of creativity, creativity heuristics and the ways to engage students in development of creativity skills. It provides examples from recent studies in Australia and New Zealand that reported on successful embedding of thinking heuristics in existing discipline subjects.

Foundation for Young Australians. (2017). The New Work Smarts: Thriving in the New Work Order. Accessed on 20 March 2018 at:
<https://www.fya.org.au/our-research/> - report-downloads.

DELEGATE TAKE-AWAY

As a result of this presentation the attendees will

- reflect on the meaning of creativity for their discipline
- learn a simple thinking heuristic
- learn about the strengths and applicability of thinking heuristics
- learn about “enrichment” and “infusion” approaches in developing cognitive skills
- find out of the Fellowship Repository of educational materials that can be used to enhance student skills in problem finding, problem framing, situation analysis and idea generation.

PRESENTER BIOGRAPHY

Iouri Belski is a Professor of Engineering Problem Solving with the School of Engineering at the Royal Melbourne Institute of Technology (RMIT). Iouri is the author of a book on systematic thinking and problem solving, over 80 peer-reviewed papers, and has been granted 24 patents. His research interests include engineering creativity and problem solving, as well as novel methods and technologies for education. Iouri is a TRIZ Master (MATRIZ Diploma 75). He is also the recipient of numerous awards including the 2006 Carrick Citation for Outstanding Contribution to Student Learning, the Inaugural Vice-Chancellor’s Distinguished Teaching Award (2007), and the Australian Award for Teaching

Dawn BENNETT
Curtin University

Workshop, 55 mins

Thursday, 4.00pm-4.55pm, Drawing Room 2

Making employability development attractive for staff and students

This engaging and practical workshop shares strategies and resources for embedding employABILITY into the existing curriculum without the need for additional resources, expertise or time. In line with tertiary education and moving beyond skills and the measurement of full-time jobs, employABILITY is defined as “the ability to find, create and sustain meaningful work across the career lifespan”. Participants will engage in strengths-based employABILITY thinking which underpins the cognitive and social development of students as capable and informed individuals, professionals and social citizens. Participants will explore the student resources and educator guides and will learn how to work with their own and others’ unit outlines to identify explicit employABILITY touchpoints. Participants will create collaborative teams for research, scholarship and innovative learning and teaching; these teams could propose a special session at a future Talking Teaching conference.

DELEGATE TAKE-AWAY

Attendees will take away the strategies and resources with which to embed employability within the existing curriculum without additional time, resources and expertise. Attendees will be able to opt in to collaborative research and scholarship to be reported at a future Talking Teaching conference.

PRESENTER BIOGRAPHY

Dawn Bennett is John Curtin Distinguished Professor of Higher Education and Director of the EmployABILITY and Creative Workforce Initiatives with Curtin University in Australia. A leading international expert on employability, Dawn’s research focuses on the development of employability, identity, and graduate work. This work has been recognised with national and international awards for research and for learning and teaching. Dawn is a National Senior Australian Learning and Teaching Fellow and Principal Fellow with the Higher Education Academy in the UK. Her current research relates to the characteristics of work in music (ARC Linkage), the development of graduates who are able to meet the needs of future work (OLT Senior National Fellowship) and employability in a global context (Graduate Careers Australia funding). Publications appear at Researchgate.

Emily BENNETT with Dawn Bennett
University of Western Australia

Campfire Session, 25 mins

Thursday, 12.30pm-12.55pm, Drawing Room 2

Student Voice on the Student Experience: Busting the Dominant Myths

There exist many misconceptions about undergraduate students, whom a simple Google search defines as immature, sleep deprived and sensitive to critical feedback. From the academic's point of view, the general consensus is that students are lazy and incapable of hard work, need to be spoon-fed unit content, do not come to or engage in weekly lectures, and know (or should know) what they want to do when they graduate. As a second-year undergraduate student I find these assumptions both worrying and disheartening. In this informal session I will discuss the challenges confronting higher education teachers and students alike and lend a student voice in offering possible solutions. I will argue that breaking the 'fourth wall' between student and professor is crucial to the learning and development of tertiary students. This is an action that could have far-reaching impacts on the relationships between student and professor, potentially enriching teaching environments and student productivity as well as encouraging students' deeper engagement and their enthusiasm towards course work and career development opportunities.

DELEGATE TAKE-AWAY

Attendees will take away new insights into the student experience. Through open discussion with others, attendees will discuss and share possible solutions to the challenges facing both students and faculty.

PRESENTER BIOGRAPHIES

Emily Bennett is a second-year undergraduate student at the University of Western Australia. She is currently enrolled in a Bachelor of Biomedical Science and has a strong interest in both her disciplinary research and the higher education experience of students and professors.

Dawn Bennett is John Curtin Distinguished Professor of Higher Education with Curtin University in Perth, where she specialises in the development of employABILITY and leads the EmployABILITY Thinking and Creative Workforce Initiatives.

Phil BISHOP
University of Otago

Oral, 25 mins

Thursday, during Conference Dinner, The Foundry

How to survive in the jungles of Borneo with a bunch of undergraduate students!

Most aspects of zoology and ecology are covered well at the University of Otago. However, due to our geographical position, a obvious omission was the lack of any aspects of tropical field biology. One of the goals I set for myself after winning a National Teaching Award was to find a suitable locality for an undergraduate field course in the tropical jungles of Borneo. In January 2018, I realised my dream and took ten New Zealand students into Ulu Temburong National Park in Borneo for a full immersion, three week experience, in the jungle with no cellphone coverage or wifi. The course was a life-changing experience for many students and has now become an annual event.

DELEGATE TAKE-AWAY

Delegates will realise that it is possible to safely take a group of undergraduate students into the tropical jungles of Borneo on a field trip.

PRESENTER BIOGRAPHY

Phil Bishop has worked on Amphibian Conservation for over 30 years and holds several key international positions. He is an enthusiastic teacher and won an Ako Aotearoa National Teaching Excellence Award in 2010. He is a frog expert and manages to bring aspects of fascinating frog biology into every lecture, even if it is seemingly in an unrelated field!

Emeritus Professor Russell BISHOP
The University of Waikato

Plenary session

Friday, 11.50pm, Lecture Theatre E8

Teaching to the North-East

In our attempts to improve Māori and other Indigenous and Marginalised students' educational outcomes, there are a number of problems that we need to address if we are to make progress that is sustainable. These problems include;

- There are no theories of practice that resonate with marginalised peoples,
- There are no common code of practice or scaling,
- There is a plague of 'good ideas' that masquerade as evidence-based practice,
- Most PLD is ineffective, open to political positioning and focuses on peripheral rather than central concerns,
- Teachers' voice and understandings are heard more often than students,
- Culture is most often seen as customs and objects, rather than as a medium or sense-making processes,
- Leadership is often spoken about in terms of transforming practices rather than in relation to student outcomes.

My plan for the presentation is to illustrate each point with evidence from my own research and from an effective, large-scale, evidence-based education reform project I originated and directed in New Zealand; Te Kotahitanga. I will be demonstrating: how the theory of relationship-based pedagogy, that resonates with Māori as an Indigenous people and promotes student 'voice,' was developed out of my own doctoral research; how the Te Kotahitanga Effective Teaching Profile (ETP) was developed as culturally responsive pedagogy where culture is seen as sense and meaning-making that promotes a common code of practice; how the GPILSEO model that aimed to support pedagogic/instructional leaders to create the context within which the ETP can be implemented effectively was developed. Prior to the funds being withdrawn in 2012, evidence was gathered by the NZ Ministry of Education that showed that, where schools implemented the ETP and GPILSEO as part of their everyday practice, they saw greater and ongoing gains being made by Maori students in project schools in norm-referenced, external assessments in comparison to others in a similar set of schools. However, there has always been a problem with sustaining the gains made by Te Kotahitanga. Apart from a few examples, now in 2018, it does not appear to have remained as the central way of undertaking educational practice in most schools. It remains in enclaves, in some schools, but in many cases it has disappeared, yet we know that where it is implemented consistently, Maori student achievement continues to improve, but where the implementation declines, so does Maori student achievement. So, a major issue remains, that is, how do we make successful educational reform 'business as usual' and not just a 'flavour of the month or of a few years'? It appears that a number of problems remain: the Model was not comprehensive enough; the model does not promote monitoring of student progress and the impact of learning processes at the classroom level sufficiently; there is limited creation of family-like contexts and interactions within these contexts in ways we know

promotes learning at the school/system level; a bifurcation has developed which has led to the development of an ETP/GPILSEO binary where teachers 'do' the ETP, and leaders 'do' GPILSEO, both hoping that the others understand how it all fits together. In order to address these problems, introduce the Relationship-based Leaders of Learning Profile as an effective, evidence-based, sustainable education reform model in the form that is currently being implemented by Cognition Education in New Zealand and Australia. I will identify the main features of the profile and illustrate how the three main parts interact. I will conclude with evidence that illustrates how when ALL educators implement ALL parts of the profile, no matter their level within education, we see relationship-based learning become integral to the ongoing business of schooling with consequent implications for student achievement and the sustainability of achievement gains.

PRESENTER BIOGRAPHY

Russell Bishop is Emeritus Professor of Māori Education in the Faculty of Education at the University of Waikato, Hamilton, New Zealand. He is well known for developing and directing Te Kotahitanga, a large New Zealand Ministry of Education funded research and professional development project from 2001 to 2012. This project demonstrated how teachers and other school leaders could improve the educational achievement of Māori students in mainstream classrooms by implementing a culturally responsive pedagogy of relations. Since his retirement from Waikato University, he has developed the notion of relational pedagogy and leadership further with Cognition Education in New Zealand, Australia and Canada. He is the author of 7 books and approximately 80 other quality assured publications. He has delivered over 100 keynote addresses, nationally and internationally, has attracted approximately \$32.5 million in research and development contract funding in recent years, and has won numerous awards for his work including a recent ONZM.

Angela BREW
Macquarie University

Workshop, 40 mins

Friday, 11pm-11.40pm, Room E5

Engaging and inspiring students through research-based learning

What kind of future are we preparing our students for? To increase engagement of students in research and inquiry is to work towards a higher education where future professionals, industrialists, politicians and academics go beyond learning disembodied knowledge at university and are prepared to cope with the ambiguous and uncertain demands of their future. In this context, efforts to integrate research and teaching have become imperative. However, integrating research and teaching challenges us to rethink many of our traditions and practices. How we translate research into learning experiences depends on what we, as individual researchers and teachers and as an institution, think research is, and how we understand research-based learning. It also depends on what we think we are doing when we're teaching and what we understand students to be capable of. The spread of research integrated teaching practices is also dependent upon institutional barriers being removed.

This workshop will be based on participant discussion of some recent research illustrating different ways that academics think about research, different understandings of undergraduate research, and different ideas about research-based learning. It will demonstrate and discuss how different conceptualisations lead to different forms of undergraduate research and research-based learning, and argue that while some forms merely preserve the status quo, others lead to radically transforming higher education. The workshop will encourage the audience to reflect on their own ideas and to think about how they can develop new forms of undergraduate engagement in research that inspire students to meet the demands of the future in innovative ways

DELEGATE TAKE-AWAY

Workshop participants will develop new knowledge of:

1. Different ways that academics think about research,
 2. Different understandings of undergraduate research,
 3. Different ideas about research-based learning.
- They will develop their appreciation of the relationships between different conceptualisations and different forms of undergraduate research and research-based learning,
 - They will understand how different forms of undergraduate research transform tertiary education forms or preserve the status quo,
 - They will enhance their understanding of how they can develop new forms of undergraduate engagement in research that inspire students to meet the demands of the future in innovative ways

PRESENTER BIOGRAPHY

In 2009, Angela Brew was awarded a prestigious National Teaching Fellowship from the Australian Learning and Teaching Council (ALTC) to enhance undergraduate engagement by involving them in research and inquiry. From 1995-2008, she worked at the University of Sydney where she led strategic projects developing the scholarship of teaching and learning, research-enhanced learning and teaching, and research higher degree supervision. She has published seven books and over 250 refereed journal articles, book chapters, conference papers and reports. Her research is focused on the nature of research and its relation to teaching, learning and scholarship, models of research-led teaching and undergraduate research. Her books include: *The Nature of Research: Inquiry in Academic Contexts* (RoutledgeFalmer 2001); *Research and Teaching: beyond the divide* (PalgraveMacmillan 2006); *Transforming a University: The Scholarship of Teaching and Learning in Practice* (University of Sydney Press 2007, with Sachs); and *Academic Research and Researchers* (McGraw Hill 2009, with Lucas).

Cheryl BROWN with Niki Davis, Valerie Sotardi & William Eulath Vidal
University of Canterbury

Oral, 25 mins

Thursday, 11.00am-11.25am, Room E7

Engaging students in blended learning: UC students' perspectives

Our research commissioned by our College Learning and Teaching Committee is exploring undergraduate distance students' experiences of engagement, that often occurs in courses blended with on-campus peers and also incorporates work based learning. For us work based learning includes practice in primary and secondary schools as well as other venues that promote wellness such as sporting venues. Thus student engagement has important aspects related with transfer to other professions and some of our teachers and programmes have been recognised with awards for their work.

Drawing on interviews of educators and a survey and focus groups with students, we seek to unravel some of the contradictions and complexities in what constitutes effective networked learning. Our literature review identified four dominant views of student engagement online, at a distance or blended:

1. Individual dimension: The key element is the student's behavior. Definition based on the individual's involvement with activities and conditions likely to generate high quality learning
2. Social dimension: The key element is social interaction. Definition based on a constructionist and Community of Inquiry approach, active learning, student identity/ belonging. Engagement understood as a result of social interactions
3. Flow – effective teaching practices: The key element is student satisfaction. Definition based on the individuals' feeling of enjoyment. The idea is that individuals engage in activities that meet certain or specific conditions that motivate them to continue to study and enjoy learning. It is argued that the triggering of interest establishes engagement
4. Multidimensional approach: Definition based on the idea that engagement does not comprise a single dimension but different and interconnected ones (e.g. behavioral, cognitive, emotional, etc.)

Our presentation will include opportunities for participants to work on 'puzzles of practice' identified by the UC students who have engaged with us, including puzzles of practice involving online social networking.

DELEGATE TAKEAWAY

Insights that we hope attendees will take away,

1. The unexpected diversity views of students on their engagement with tertiary education
2. Research based frameworks with which to interpret student engagement
3. Experience of reflecting on 'puzzles of practice' - a useful technique

PRESENTER BIOGRAPHY

Associate Professor Cheryl Brown is co-director of UC e-Learning Research Lab and PI of the research in this presentation. She teaches in e-learning and tertiary teaching programmes as well as initial teacher education. She joined UC in late 2017 from the University of Capetown, South Africa, where she was recognised for her research into increasing equitable provision with mobile learning and professional development.

Dr. Valerie Sotardi is an educational psychologist interested in human cognition, motivation and emotion, behaviour, and their different applications to education. As a member of the School of Educational Studies and Leadership she teaches undergraduate and postgraduate students; she is co-PI of the research in this presentation.

Distinguished Professor of e-Learning Niki Davis is director of UC e-Learning Research Lab and co-PI of the research in this presentation. She coordinates the postgraduate programmes in e-Learning and Digital Technologies and teaches a number of those courses. She is known internationally for her scholarly leadership of equitable ICT in teacher education.

William Eulatth Vidal is a UC PhD student and research assistant.

Cheryl BROWN
University of Canterbury

Pecha Kucha Presentation (6 mins 40 secs)

Friday, 11.15am-11.40am, Room E7

The future of education is Open: Open Education Resources (OERs) in Teaching and Learning

We know that by default, all online materials are under full Copyright (or 'All Rights Reserved'). There is no legal obligation to indicate copyright status on the internet, so anything without specific instructions to the contrary must be considered to be under full copyright. So strictly speaking you should not use anything on the internet without permission from the copyright holder!

But it isn't all doom and gloom because of the concept of fair dealing (using electronic materials for private study and research). The Copyright, Designs and Patents Act 1988 permits individuals to make a single copy of a "reasonable proportion" of literary, dramatic, musical and artistic works for their own private study or research for non-commercial purposes under the terms of "fair dealing". Although this concept was initially developed with printed materials in mind, it is a useful rule of thumb when copying electronic materials which are not otherwise governed by specific licences.

However that enables fair use and not distribution. However recently the world has experienced an explosion of openness. From individual artists opening their creations for input from others, to governments requiring publicly funded works be available to the public, both the spirit and practice of sharing is gaining momentum and producing results.

The term 'Open' can seem a bit confusing and is used for open courses, open research, open content, and open educational resources (OER). Open content is a term that includes a wide range of resources and materials made available openly on the web. Open content usually adopts open licensing to enable re-use, revision, remixing and redistribution. Open content can include raw data, research materials, learning and teaching materials and informational resources.

Some would argue that the future of education is open. So why then are the majority of the educational resources that we produce for our classes hidden within learning management system and why are we so keen to copyright our educational materials? This PechaKucha will challenge our existing practices whether they be using images available online in our lecture powerpoints or copyrighting or hiding our educational resources so that no one other than our enrolled students can benefit.

DELEGATE TAKE-AWAY

- Awareness of use of online material
- Tips on how to locate and use creative commons resources
- Increased motivation for developing OER as part of their teaching practice

Selena CHAN
Ara Institute of Canterbury

Workshop, 55 mins

Thursday, 4pm-4.55pm, Room E5

e-assessments for learning: Matching digital tools to enhance e-feedback

In this workshop, the participants will use templates to design, develop and implement e-assessments FOR learning. Assessments for learning contribute towards building learner efficacy so that the learner knows where they are in their learning and what they need to do to reach learning goals. Digital tools / platforms extend learners' ability to record and reflect on learning. Digital tools also allow for synchronous feedback from teachers, peers, technical experts etc. Participants will attain the most out of this workshop if they bring with them, course learning outcomes to work with and a digital device with which to investigate possible digital tools and platforms.

DELEGATE TAKE-AWAY

At the end of the workshop, participants will be able to

- Identify learning activity/ies in their course/s, suitable for e-assessment for learning development and implementation.
- Identify the key feedback loops (i.e. from self, others, tools / machines / environment etc.) assisting learners to meet targeted learning outcome/s.
- Match possible e-solution/s to be deployed.

PRESENTER BIOGRAPHY

Selena is an educational developer at Ara Institute of Canterbury. She works with staff to develop and design programmes of study, implement technology-enhanced learning and undertakes vocational education research. Her ongoing research, teaching and learning have been recognised with various awards. Notably, the 2007 NZ Prime Ministers Supreme Excellence in Tertiary Teaching. Much of her work includes building capability towards enhancing the scholarship of vocational learning. She publishes on understanding how apprentices 'learn a trade' including aspects of craftsmanship, judgement and practice. Other recent publications have been in the areas of occupational identity formation through apprenticeship and tablet-based mobile learning.

Jo COLDWELL-NEILSON
Deakin University

Oral, 25 mins

Friday, 10.45am-11.10am, Room E7

Revisiting digital literacy to improve assessment

Digital literacy was defined in 1997 by Glister as “the ability to understand and use information in multiple formats from a wide range of sources when presented via computers”. In the intervening twenty-plus years digital technologies have changed dramatically. Technologies have moved away from very large computer systems locked away in custom designed air-conditioned rooms to devices we can carry around in our pockets. Modern smart phones and tablets have become ubiquitous and have more computing power than the computers of the last century. The way that modern technology is used today has implications for digital literacy beyond what Glister articulated. Drawing on work undertaken in the UK by JISC and others, I will present a twenty-first century understanding of digital literacy together with an underlying framework that captures the more extensive range of skills and capabilities that are required. The underlying philosophy, as described by JISC, is that digital literacy looks beyond functional IT skills to describe a richer set of digital behaviours, practices and identities, a set of academic and professional situated practices supported by diverse and changing technologies. I will describe a case study that investigated the impact of this changed perspective of digital literacy, from a focus on information to the broader, updated understanding, on curriculum and assessment in one course at Deakin University.

DELEGATE TAKE-AWAY

Attendees will be able to reflect on their understanding of digital literacy in light of the work I’m doing and think about how their teaching and assessment practices may be improved by implementing some of the recommendations from the case study.

PRESENTER BIOGRAPHY

I am an academic in the School of IT at Deakin University. I have been with Deakin for over 20 years and during that time have had a variety of roles at School, Faculty and University levels related to teaching and learning. My teaching most recently has focused on Professional Practice and Skills, in other words, preparing IT students for the world of work. In 2016 I was awarded an Australian Learning and Teaching Fellowship to investigate digital literacy in the context of higher education (see <http://www.decodingdigitalliteracy.org/> for further information). Deakin University is a large multi-campus university situated in Victoria, Australia. We have over 50,000 students studying and researching on 5 campuses including in the cloud (aka off-campus).

Trudi COOPER
Edith Cowan University

Oral, 25 mins

Friday, 10.45am-11.10am, Room E7

Engaging Teaching, Inspiring Learning: Universities after Industry 4.0

This paper examines the implications of the fourth industrial revolution for the role of higher education. In the past sixty years, very rapid industrial change has occurred. The third industrial revolution, 'Industry 3.0', (sometimes called the information revolution), commenced slowly in the 1970s, when computers first began to be incorporated into industry and commerce, but picked up pace during the 1980s. This led to a re-think of the role of universities in response to the 'knowledge economy'. Higher education 'massification' occurred, universities changed from education with a disciplinary focus, to a focus on generic and employability skills for graduates, especially transferable skills related to information management, critical thinking, and 'soft skills' of team work and people management. Industry 3.0 coincided with corporatisation and deregulation of universities. This has resulted in loss of course diversity and has led to 'market failure' as courses offered no longer align with employer demand for graduates, as illustrated by a case study of university courses in specialist social professions. This risk of market failure was foreshadowed in the Lomax-Smith report in 2012.

We are now at the beginning of the fourth industrial revolution, 'Industry 4.0' where automation, smart machines, and the Internet of Things will progressively remove many skilled and unskilled forms of employment. This change will have profound social and economic implications, not all of which have yet been fully understood. Whether the social effects of this revolution are beneficial or harmful will be determined by political decisions about wealth distribution and social equity. However things turn out, the purposes of higher education will need to be reconsidered. This paper concludes with two alternative scenarios for universities in response to Industry 4.0, and how this will affect the future of teaching and learning in higher education.

DELEGATE TAKE-AWAY

How policy is affecting what courses are offered to students and how this may change in the future

PRESENTER BIOGRAPHY

Trudi Cooper is an Australian Learning and Teaching Fellow, and Associate Professor of Youth Work at Edith Cowan University, Australia, where she leads the social programme innovation research and evaluation (SPIRE) group. Her research includes higher education policy and curriculum research, issues in teaching and learning practice, and programme evaluation. She has been recognised nationally for her university teaching.

Trudi COOPER
Edith Cowan University

Oral, 25 mins

Thursday, 11.30am-11.55am, Drawing Room 1

Some unintended effects of demand-driven funding on student choice and graduate employment

Following the recommendations of the Bradley report, in 2012, the Australian government permitted public universities to receive Commonwealth support for all eligible students they enrolled, and to choose the course mix they offered. This change was termed 'demand-driven' funding. This paper reports the analysis of the effects of demand-driven funding on specialist social professions and focuses on student choice and responsiveness of universities to skill shortages. The research combines document analysis with trend data for undergraduate student enrolment in specialist social professions courses, to see how the availability of these courses has changed since the introduction of demand-driven student funding. The courses selected were youth work, disability and gerontology. These were selected because they are areas with an unmet demand for graduates, where recent social policy change means that specialist graduate expertise will be required to lead and evaluate change, and where there is no established professional accreditation body. The discussion examines the implications of demand-driven policy for student choice, and for the capacity of higher education to meet the needs of employers and of society. In conclusion the paper makes several recommendations for change, including a greater role for government in ensuring that universities offer courses that meet social needs.

DELEGATE TAKE-AWAY

How policy is affecting what courses are offered to students and how this may change in the future

Jacquelyn CRANNEY and Sue Morris
University of New South Wales

Oral, 25 mins

Thursday, 3.00pm-3.25pm, Room E5

Why should student self-management, success and wellbeing be a curricular concern?

Student wellbeing has traditionally been considered the domain of student support services. In contrast, we argue that self-management, success and wellbeing are key aspects of the student experience of the formal curriculum, and so can and should be explicitly considered at the degree program level, supported by an integrated university-wide approach.

Firstly, we introduce psychological research on the nature of mental health, in particular, regarding the independent dimensions of wellbeing and ill-being. The important implication is that much that can be done to increase the population's capacity to experience wellbeing. Guided by this research, progressive universities could adopt a whole-of-university population health approach to formulating and implementing policy to support student success. Secondly, we focus on one example of how psychological theory - self-determination theory - can inform curriculum design and delivery in a way that supports student success. Not surprisingly, these suggestions align well with what we already know about what constitutes good teaching practice. Thirdly, we introduce the concept of self-management, the capacity to effectively pursue meaningful goals, and to be flexible in the face of setbacks. Self-management relates to one aspect of psychological literacy, which is the capacity to utilise psychology to achieve meaningful personal, professional and societal goals. Psychological science has delivered many evidence-based tools to support self-management, and the development of the capacity to use these tools can be integrated into any subject; some examples are given.

DELEGATE TAKEAWAY

There is value in taking a whole-of-university approach to supporting

1. Student self-management, success, and wellbeing;
2. Strategies can be implemented in any formal curriculum;
3. Theory, research and practice supports this approach;
4. There are tools to help you to start now.

PRESENTER BIOGRAPHIES

Both Associate Professor Jacky Cranney and Dr. Sue Morris (UNSW Sydney) have extensive undergraduate teaching experience, for which they have won numerous UNSW, national and international awards. Sue has focused on developing innovative and engaging learning experiences for students, emphasising collaboration and critical thinking. Jacky has created local, national and international communities of practice for psychology educators, and has also led and contributed to national committees on psychology education. Jacky has attracted several UNSW and National education Fellowships and grants, through which she has driven transdisciplinary curricular change in terms of undergraduate students learning to apply evidence-based psychological strategies to achieve academic, personal and professional goals.

Steve CUTLER
University of Otago

Oral, 25 mins

Friday, 10.15am-10.40am, Room E7

Putting Agenic student feedback and criteria setting into practice: steps and tools.

Agenic student feedback and criteria setting in assessment has been put forward as an idea to increase student engagement, improve critical thinking, reduce the likelihood of plagiarism and increase student achievement. In a first year marine science paper, MARI 112 Global ocean systems (170 students) at the University of Otago processes and tools were developed and trialled to put the idea into practice in support of a written research assignment. How was this done? what tools were used? Are there any indications of value to students and effect on student achievement? What are our thoughts on Agenic student criteria setting now?

DELEGATE TAKE-AWAY

How Agenic student involvement in assessment might be implemented into a large first year paper. Some processes and tools that enabled such engagement. How assessment process could be used to do more than just get a score or grade.

PRESENTER BIOGRAPHY

Steve Cutler has 23 years involvement as science/senior biology secondary teacher with responsibility for learning enhancement. Jade award for Excellence in Education, 2001 (Innovative extension programme for gifted rural students); Royal Society of New Zealand Teacher fellowship, 2003. Since 2005, lead Educator at the New Zealand Marine Studies Centre, University of Otago, with responsibility for development, staffing and delivery of Marine science outreach programmes and special programmes for gifted and talented students. 2007, New Zealand representative and presenter IOSTE, IOSTE research mini-symposium: International perspectives on Science and Technology Education in Rural schools, Science education conference, Perth. 2008-2012, New Zealand representative, APEC Forum for the Gifted in Science. Masan (2008) Seoul (2010), Samarang (2012). 2008-2010, Attended and Presented at Asia-Pacific Conferences on Giftedness. Singapore(2008), Sydney(2010). 2009, Invited workshop presenter. 'Inspiring local thinkers' conference, Invercargill, NZ. 2011 presented paper on investigating bioethics and ethical learning in practical outreach programmes. Marine Sciences Society of New Zealand conference, Stewart Island. 2011 Otago representative (1 of 3) National Hui on Gifted and Talented education strategy 17-18 Nov, Auckland. 2012-2016 presented papers at various conferences on Gifted education, Wellington 2012, Aust association Gifted education (invited speaker), Adelaide (2012), Nelson (2014), Hobart (2016). Since 2012, Professional Practice fellow in Marine Science, with responsibility for delivery and assessment of Practical work (Laboratory, ship-based and fieldwork) and written

assignments in new undergraduate first year paper MARI 112 Global Ocean systems.
Participant in University of Otago HEDC outreach teaching and learning and graduate
attributes group. 2016 University of Otago, Division of Sciences award for community
engagement.

Tatiana DAYSH
Massey University

Campfire session, 25 mins

Thursday, 12.00pm-12.25pm, Drawing Room 2

Calculating Calmly

Students have so many things they worry about, but some of us wouldn't think to have mathematics on our list of worries. Increasing numbers of courses are incorporating maths, from the more obvious engineering or data science, to the more unexpected psychology and management. Maths is already a scary subject for many students, so this can lead to masses of panicked learner's around campus. Together we will share our experiences of maths anxiety - even maths teachers get anxious about calculating sometimes - and learn some techniques to cope with this. We will talk about using context to introduce maths strategies and answering the question "where will I use this in real life?" We will look at maths from a mindful perspective, examine what we're really afraid of and ways to reduce common anxiety responses when doing maths. Lastly we will talk about creating a safe space, ensuring students feel comfortable enough to make mistakes and to view them as a learning opportunity.

DELEGATE TAKE-AWAY

Learn some techniques for reducing your own, or your students' maths anxiety:

- Teaching the context before the maths
- Maths mindfulness
- Making mistakes safely

PRESENTER BIOGRAPHY

As someone who has taught herself maths from a very young age, Tatiana has dedicated much of her passion to helping others figure out how they can best learn maths. She has created her role as Numeracy Consultant at Massey University after observing a desperate need for more help in that sector.

Keith DIXON
Te Whare Wānanga o Waitaha

Oral, 25 mins

Thursday, 12.30pm-12.55pm, Room E6

A Retrospective Analysis of Curricular Accounting

I explain how and why higher education learning has come to be accounted for using calculative practices, and to critically examine the implications of this curricular accounting. The practices in question, in which credits or credits points are the prime unit of currency, are most visible in specifications of qualifications and courses (or units or modules), credit accumulation and transfer systems, and qualification frameworks, and on students' academic records and diploma supplements. They run in conjunction with learning outcomes, assessment scores and grades, levels of learning, graduate profiles and things of that ilk. They cross over into student fee charging methods and scales, public funding of higher education based on student numbers, mechanisms within institutions for allocating financial resources and controlling academic workloads, and so marrying up with things more usually associated with accounting functions and practices. I use a genealogical approach, based on occurrences and events at a college and now university in Christchurch, New Zealand, since it was established by English settlers in the 1870s. Today's practices are shown to trace to ever-present concerns to attain and maintain equivalence in standards with institutions whence the settlers hailed and other places their descendants venerate, while simultaneously responding to economic, social, political and cultural needs in their settlements (e.g., locally educated secondary school teachers, engineers, lawyers, accountants and other professionals, and academics). Further international and national influences on how and why these practices developed were the growth of student numbers, as demands for educated labour increased and wider access to higher education became a social policy imperative, the broadening of the higher education curriculum, and the extension of accounting and associated calculative practices in government, public policy and higher education, as ideas associated with neo-liberalism and managerialism took hold.

DELEGATE TAKE-AWAY

Help see the forest of curriculum accounting enveloping them as they work among the trees.

PRESENTER BIOGRAPHY

Keith Dixon presently lives with his wife Hegnes, and their two younger children, Edwin and Eileen, in Christchurch. His family ties are to Northumbria and to Nikunau Island. His academic career has included spells in several locations including Nottingham, Port Moresby, both main islands of New Zealand and Tarawa, for organisations as diverse

as the UK Government Department for International Development, the Institute of Public Administration of Papua New Guinea, Kiribati Institute of Technology, and Massey, Keele and the Open Universities. He has worked at the University of Canterbury since 2007, researching about, and designing and staging courses in, accounting, finance, management and governance, mainly of governments and organisations that provide public services. His expertise in tertiary education administration stems from study of tertiary education institution accountability and governance since the 1980s; and in teaching and learning goes back to his student days in the 1970s and 1980s—he has been a fellow of Advance HE since 2000 and an associate editor of *Accounting Education: An International Journal* since 2012.

Gerard DUGNAN with Scott Casley & Deb Stewart
WeITec & Whitireia

Poster, 25 mins

Thursday & Friday, all day, Foyer of Engineering Core

Real Good Teacher guides

This session will be the public launch of an Ako Aotearoa Regional Hub funded collaborative research project undertaken by educational developers from seven Institutes of Technology and Polytechnics (ITPs). The project began as an update of the most popular downloaded resource from Ako Aotearoa's web site, known as "Coffee Break guides" then it expanded. The Real Good Teacher guides aim to create a positive impact on teaching practices, based on rich pedagogical models, which are simplified and made accessible. The project team hopes they will appeal to kiwi tertiary teachers and act as conversation starters. We imagine them being used by groups of teachers at seminars, management staff meetings, individually, informally over coffee in the staff room, and in teaching and learning professional development contexts, such as initial teacher training. Wherever we're talking about learning and teaching.

Each guide is designed as a pre-printed DLE colour tri-fold brochure containing a mini-poster for a noticeboard. They may also be downloadable from the Ako Aotearoa web site page and printed in grayscale on A4. They contain references and links to valuable resources, plus a QR code to view tailor-made short interactive videos which reinforce the brochure messages. Topics include - Developing expert learners; Technology for learning; Inclusiveness; LATARE - a design framework for course development; Peer teaching; Feedback; Teaching employability skills; Lesson planning.

DELEGATE TAKE-AWAY

A new resource to encourage learning conversations amongst teachers, including (1) a set of printed brochures; (2) a link to a website to download brochures; (3) link to 90-second tailor-made videos about the topics.

PRESENTER BIOGRAPHIES

Gerard Dugnan, Deb Stewart and Scott Casley teach tertiary teachers how to teach. They're educational developers and staff capability advisors in institutes of technology. They have a background teaching in vocational education in and around Te Motu, and have been meeting with other Educational Developers for a few years now, conducting research, supporting each other and enjoying refreshments when possible.

Gerard DUGNAN with Scott Casley, Deb Stewart, Agustilia Rodrigues
WeITec & Whitireia

Oral, 25 mins

Thursday, 12.00pm-12.25pm, Drawing Room 1

Teaching strategies for enhancing employability skills

This twenty-minute presentation will outline an Ako Aotearoa Regional Hub funded collaborative research project undertaken by a dozen educational developers from seven Institutes of Technology and Polytechnics (ITPs). The project team sought to identify where and how excellent teachers in their ITPs currently enhance their learners' skills for employability, life-long learning and contributing to society. The Tertiary Education Commission (TEC) and other stakeholders seek evidence of the effectiveness of programmes of study in preparing graduates for industry. Inspired by Australian research on university preparation for employability, the project team wondered how it might assist tertiary teachers in New Zealand to design teaching and learning strategies for embedding skills that enhance employability. Literature revealed a concern about employability skills gaps by teachers, institutions and industry, but very little about how this is being addressed in teaching practice. The research undertook 23 case studies using classroom observations and face to face interviews a range of selected effective teachers, across the various institutions, teaching a range of subject areas at NQF levels 3-5. They asked "Where do you consciously, purposefully teach Employability skills? For example, those named in the Graduate Profile for this programme." The team referred to the Employability Skills Framework released in 2017, which New Zealand and international employers say are essential for getting and keeping a job, such as, positive attitude, communication, teamwork, selfmanagement, willingness to learn, thinking skills, resilience, plus employability attributes not on that list, innovation, entrepreneurship and cultural competence. The outcome was a collection of proven strategies are easy to embed and likely to be effective for learners in diverse contexts.

DELEGATE TAKE-AWAY

A web site with 80+ commonly used practices which have proven effective in teaching Employability Skills.

PRESENTER BIOGRAPHIES

The project team included a dozen educational developers from seven ITPs in the centre of NZ, with varied disciplines, qualifications and industry sectors. A unifying interest common to all, and highly topical within the wider tertiary environment, is the need to prepare excellent industry-ready graduates, who are 'work-ready plus' (Scott, 2008; 2013 and Scott, Coates & Anderson, 2008). That is, graduates who are equipped for not only for the workplace of today but also able to participate and contribute to society tomorrow.

Gerard Duignan, Deb Stewart and Scott Casley teach tertiary teachers how to teach. They're educational developers and staff capability advisors in institutes of technology. They have a background teaching in vocational education in and around te motu, and have been meeting with other Educational Developers for a few years now, conducting research, supporting each other and enjoying refreshments when possible.

Kym FRASER
Swinburne University of Technology

Oral, 25 mins

Thursday, 2.30pm-2.55pm, Room E6

Inducting new teachers to engage and inspire learners

Teaching well is a complex task and staff who are new to teaching have many and varied teaching professional development needs. In 2018 the free, online MOOC, Contemporary approaches to university teaching, was launched with over 1000 people from 27 countries enrolling in the first few months. The MOOC was developed by a team of experts through a competitive Australian National Teaching Fellowship*. The MOOC inducts those new to higher education teaching by providing short modules about key learning and teaching concepts.

The MOOC is designed for staff to engage with one 2-hour module each week across a semester. However, any staff member can use the MOOC in a 'Just in time, just for me' way, choosing to explore only those modules that are relevant to their needs and experience. The MOOC comprises 11 introductory modules such as feedback and planning for active learning. There are specialty modules, such as teaching mathematics, and resources, such as documents for sessional staff and librarians.

Twenty percent of Australian universities are already using the MOOC or its content in their teaching professional development programs.

This session will introduce the MOOC, outline participation patterns within the MOOC and demonstrate the ways in which universities are using the MOOC.

Website: <http://www.cadad.edu.au/project-resources/olt-fellowship-and-mooc-available/>

* The Fellowship was funded by the Department of Education and Training, Australia, and the Council of Australasian Leaders in Learning and Teaching.

DELEGATE TAKE-AWAY

From this session, the delegates will leave with access to a well-regarded, very successful, free, online teaching professional development resource that has been expert developed for those new to teaching in higher education. The resource can be used as it is, or downloaded by universities to be customised within their own learning management system.

PRESENTER BIOGRAPHY

Adjunct Associate Professor Kym Fraser, Swinburne University of Technology Associate Professor Higher Education RMIT University Kym has worked in the tertiary education sector in Australia, the United Kingdom, Hong Kong, and the United States of America. She is the editor of the books “The Future of Learning and Teaching in Next Generation Learning Spaces” and “Education Development and Leadership in Higher Education”, is a past editor of the HERDSA Green and Gold Guide Series, and author of “Studying for Continuing Professional Development in Health’ and “Student Centred Teaching”. Kym is an Australian Learning and Teaching Fellow.

Professor Juliet GERRARD

Plenary Presentation, 25 mins

Thursday 10.15am-10.45am, Lecture Theatre E8

Beyond the tyranny of content – reframing our teaching using inclusive practices and critical thinking as essential foundations for learners in the 21st Century

In this talk I will reflect on my own teaching practice and how it has influenced my approach to my new role. I will also highlight two themes which I hope might provoke discussion amongst the audience. Firstly, how to make the learning environments and the curriculum more inclusive for all New Zealanders, and secondly how teaching and learning need to be reframed in the age of ready access to information and miss- information.

PRESENTER BIOGRAPHY

Professor Juliet Gerrard trained at Oxford University, where she completed a First Class Honours degree in Chemistry and a DPhil in Biological Chemistry. In 1993, she was appointed as a research scientist at Crop & Food Research, where her multidisciplinary research portfolio included a substantial element of applied research in the food science area. She was appointed as a Lecturer in Biochemistry at the University of Canterbury in 1998, where she became Professor and Co-Director of the Biomolecular Interaction Centre. In 2014, she moved to the University of Auckland as a Professor in the School of Biological Sciences and the School of Chemical Sciences and is now the Associate Dean for Research in the Faculty of Science. Juliet's research has a broad base and is interdisciplinary, cutting across biochemistry, chemistry, health, agricultural and food science and biomaterial design. It also incorporates a full spectrum of fundamental and applied research, ranging from Marsden projects to research for industry, and includes collaborations in the UK, USA and Australia. From 2012-2016 she held a Callaghan Innovation Industry and Outreach Fellowship (at 50% FTE) focussed on creating an integrated research programme across Callaghan Innovation and the Universities of Canterbury and Auckland. During this time she also founded a start-up company, Hi-Aspect Ltd, which went on to receive seed funding from a private investor in 2017. Juliet has over 150 publications, as well as three books. She won a National Teaching Award for Sustained Excellence in Tertiary Teaching in 2004 and has served on FRST panels and domain reviews. She enjoyed her role as Chair of the Cellular, Molecular and Physiological Biology Marsden Panel and Deputy Chair of the Marsden Council prior to being appointed Chair in 2012. She stepped down from this role early in 2018, having overseen an increase in the fund from around \$54 million to over \$80 million and steered the Marsden Fund Council through the creation of the Fund's first investment plan. Juliet has had an increasing interest in governance and served on the Board of Directors of Plant & Food Research Ltd from 2013-2018. Juliet has resigned her roles on Boards to take up this position and won't apply for research funds in New Zealand while she holds the role.

Wendy GREEN
University of Tasmania

Oral, 25 mins

Thursday, 2.30pm-2.55pm, Room E5

Engaging ‘students as partners’ in global learning: Some guiding principles for learning in partnership across cultures

Ideally, higher education develops our capacity to live and work ethically and effectively with others in our interconnected world. Global learning, through critical ‘engagement with complex, interdependent global systems ... and their implications for people’s lives’ (AAC&U 2002) is equally important for those students who remain at home and those who move abroad to live, study and work. Many educational institutions aim to engage their students and staff in global learning through the process of ‘internationalisation of the curriculum’ (IoC). Yet research indicates that students experience and understand IoC in diverse, often unintended ways, and instances of students’ diverse perspectives informing IoC development are rare. At the same time, many academic staff feel under-prepared to develop and teach curriculum for global learning. Inspired by the ‘Students as Partners’ (SaP) framework (Healey, Flint & Harrington, 2014), an Australian Learning and Teaching Fellowship engaged staff and students in creative, collaborative approaches to global learning. Research shows that SaP can have multiple benefits for those involved. Yet, SaP has been critiqued as a potentially exclusive practice, which further entrenches privilege by typically involving small numbers of highly engaged, high-achieving students, and further marginalising students from cultural-linguistic minorities (Mercer-Mapstone et al, 2017). In contrast, the fellowship projects intentionally engaged students and staff from diverse cultural, linguistic and national backgrounds. Drawing out themes from the surveys and extensive narrative interviews conducted during the fellowship, this presentation will provide insight into how and why students and staff engaged in the pilot projects, and the challenges they faced. Finally, it will outline some principles for developing culturally inclusive and enriching student-staff partnerships in global learning.

DELEGATE TAKEAWAY

1. Insight into how and why students and staff engage in partnerships in global learning and the challenges they commonly face.
2. Guiding principles for developing culturally inclusive and enriching student-staff partnerships in global learning.

PRESENTER BIOGRAPHY

Wendy Green, PhD is a senior lecturer (adjunct) in the School of Education, University of Tasmania, Australia. As an Australian Learning and Teaching Fellow she is leading work on engaging students as partners in global learning. Her fellowship has supported projects,

which engage student and staff collaboratively in global learning, at home and abroad, in the formal and co-curriculum. Wendy is Executive Editor of the journal, Higher Education Research & Development, and Guest Editor of the forthcoming Special Issue, 'Engaging Students in Internationalisation' in the Journal of Studies in International Education. For over a decade, Wendy's research has focused on the impact of globalisation on higher education, and its implications for learning and teaching.

Kieran GULVIN with Lynne Roberts and Joel Howell
Curtin University

Poster Presentation

Thursday & Friday, all day, foyer of Engineering Core

Can the Technology Acceptance Model predict student intention to use Learning Analytics and Gamification?

Learning analytics is the collection and use of data from online learning management systems to provide feedback for students on their own learning patterns. Gamification methods such as streaks have been posited as a method of using this data in order to better facilitate student engagement with learning management systems. The present study aimed to evaluate whether the Technology Acceptance Model could predict student intention to use learning analytics graphs and streaks, and whether students were more likely to engage with learning analytics systems that utilise gamification such as streaks. Participants (N= 301) completed a questionnaire assessing their intention to engage with both a learning analytics graph and a streak depicting engagement within a learning management system, along with other measures derived from the Technology Acceptance Model. Paired samples t tests demonstrated that students had greater intention to engage with streaks than learning analytic graphs ($d = .15$). Path analysis demonstrated that the Technology Acceptance Model fit the data well, with subjective norms, perceived enjoyment, perceived useful and perceived ease of use accounting for a large proportion of the variance in intention to engage with streaks ($R^2 = 92\%$) and learning analytic graphs ($R^2 = 91\%$). These findings indicate that the Technology Acceptance Model can be used to predict intention to engage with learning analytics and gamification, and may apply to future learning analytic technologies that are developed. The findings also support gamification as a method of fostering student engagement with learning management systems and has practical implications for learning management system designers in terms of future learning management system development. Future research may explore further gamification of learning management systems to foster engagement.

DELEGATE TAKE-AWAY

Attendees will gain insight into how gamification techniques can theoretically be used to create more engaging online learning platforms. In addition to this, attendees will also learn about the factors that account for the variance in student intention to use learning analytic systems.

PRESENTER BIOGRAPHIES

Kieran Gulvin is a recent graduate of the Curtin University Psychology program, where he completed his dissertation on learning analytic technology alongside supervisors Lynne Roberts and Joel Howell.

Marina HARVEY
University of New South Wales

Workshop, 40 mins

Friday, 11am-11.40am, Drawing Room 2

Engaging sessional teaching

Globally, the higher education sector relies on sessional staff to provide teaching. This reliance on sessional staff has been increasing and this significant trend has resulted in sessional staff being integral to student learning across higher education organisations. The increase in sessional staff has not been accompanied by an increase in systematic approaches to quality enhancement and assurance of learning and teaching with sessional staff. Indeed, “It seems wrong” (Gibbs, 2012) that students undertaking studies for a degree rarely know that much of their teaching and marking will be undertaken by sessional teachers.

The BLASST workshop opens with a general overview of Australian and international trends around sessional staff and provides a forum for discussion about the learning and teaching issues associated with this trend. Participants will engage in an interactive benchmarking session to identify good practices in supporting and inducting sessional staff across the multi-levels of organisational leadership: subject or course, departmental or program, faculty, administrative and management, and institutional levels. These practices will be assessed by the Australian national criteria and standards of the BLASST framework.

The Sessional Staff Standards Framework, developed over 10 years of research in Australian universities provided a systematic approach to quality. The Framework is designed to stimulate reflection and action, and to enable institutions, faculties, departments and individuals to work towards consistency in good practice with regard to engaging sessional staff to inspire learning. It is an evidenced-based foundation for reflective decision-making, and can be used to inform practices and priorities, primarily through benchmarking. At the conclusion of the session, resources to support the enhancement of quality learning and teaching with sessional staff will be showcased.

Participants need a device and internet access.

DELEGATE TAKE-AWAY

Participants of the BLASST workshop will

- Engage with an online poll to learn about recent research on the scholarship around sessional staff
- Benchmark their department/faculty or organisation by working through the BLASST framework - using an online tool so it is easy and efficient
- Reflect on the evidence provided by their colour coded summary report
- Discuss the results of this benchmarking experiment

- Act on the results, by planning an action/method/experiment to work towards improving good practice with sessional staff.

PRESENTER BIOGRAPHY

Associate Professor Marina Harvey is Director, Academic Development Services at UNSW. She is a Principal Fellow of the Higher Education Academy, an Australian National Teaching Fellow and has received national and university citations for outstanding contributions to student learning. Her scholarship in learning and teaching in higher education extend to a growing list of over 80 learning and teaching publications. Marina has been recognised as the Australian expert on sessional staff, where she has led the development of the BLASST national standards for quality learning and teaching with sessional staff. Her work in enhancing quality learning and teaching is underpinned by, and focuses on, reflection for learning. Other scholarly interests include distributed leadership and mentoring for learning and teaching in higher education, all of which are examined through Participatory Action Research. Marina also holds honorary fellow roles at QUT and Macquarie University.

Marina HARVEY
University of New South Wales

Workshop, 25 mins

Thursday, 2.00pm-2.25pm, Room E6

Reflection for engaging teaching and inspiring learning

While requirements across the disciplines vary, reflective practice is fundamental to effective learning regardless of the program of study and is favoured by Work Integrated Learning (WIL). Reflective practice can support transformative learning (Mezirow, 1991) and skills development including metacognition, creativity, and life-long learning (Harvey, et. al. 2010). While we cannot assume that students and teachers have developed a capacity for reflective practice, we do know that the development of reflective practice skills can be scaffolded and taught (Coulson & Harvey, 2013). As engaging educators, we need to develop our own reflective practice knowledge and skills if we are to inspire and support learners with reflection for learning.

This workshop opens by asking “what do we mean by reflection for learning?” The role of reflection for learning is outlined before a suite of scholarly based reflective activities and resources are presented for scaffolding learners and educators with their development of reflective practice. Participants will engage in reflective activities. The evidence that supports each of these activities is also shared. As our student cohort becomes more diversified so, too, should our modes of reflective practice and so, in addition to traditional text-based approaches, these resources ‘move beyond the diary’ (Harvey et al. 2016) to include a range of modes, including arts-based, embodied and mindful approaches.

DELEGATE TAKE-AWAY

Workshop participants will:

- Consider the scholarship underpinning good reflective practice in higher education
- Experience different approaches to reflective practice as they relate to their own education context
- Receive a *Reflection for learning* resource kit.

Rena HEAP
The University of Auckland

Oral, 40 mins

Thursday, 2.00pm-2.40pm, Room E8

Addressing a perennial problem: Increasing student engagement with course readings

It is widely accepted that reading plays a vital role in student learning (e.g. Bharuthram, 2012). Although it is not possible to establish causal relationships, failure to complete course reading has been associated with declines in examination results and research performance (Kerr and Frese, 2016).

We know intuitively that reading is important for mastering course content and that learning is not a spectator sport. Studies have offered four primary reasons why University students fail to complete readings. These include: 1) lower reading ability, 2) lack of motivation, 3) time constraints, and 4) an underestimation of reading importance (Kerr and Frese, 2016). Since we can't read for them, the responsibility to read the required readings and engage in the learning of the course rests with the students. But can we find catalysts that facilitate increased student engagement with course readings?

This presentation looks at several strategies that have been used in a Masters level course and have showed success in increasing student engagement with the course readings. These include student-led online discussions and a variety of digital technology tools and programs which the students used, one per week, to present an aspect of the reading to their peers.

This study took place in a Masters course on digital pedagogies, but the findings are generalisable across other courses and levels of study. The strategies used are readily transferable. Gooblar's (2014) analysis of previous studies gave the generalised finding that typically, on a given day in the average class, 70% of the students had not completed the assigned reading. The strategies used in this course showed that in any week 94% of the students engaged in the reading for the week, and over the duration of the semester, all students engaged in the readings. Data, strategies and student voice will be shared in this interactive presentation.

Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. South African Journal of Education, 32(2), 205–214.

Gooblar, They haven't done the reading again. The Chronicle of Higher Education, September 24, 2014.

Kerr, M.M., & Frese, K.M. (2017)

DELEGATE TAKEAWAY

Strategies to increase student engagement with required course readings.

PRESENTER BIOGRAPHY

Dr Rena Heap holds degrees in science (majoring in human physiology) and education. Rena has been lecturing at the Faculty of Education since 2004. Prior to that, she enjoyed a teaching career across a wide range of levels and in a wide variety of schools throughout New Zealand. At the Faculty of Education, Rena lectures primarily in science education and digital technologies, and through these courses teaches about innovative pedagogies, mobile learning and teacher education. Her PhD research focus combined science education, teacher education and the use of digital technologies in tertiary education.

Joy HIGGS
University of NSW, CSU

Pecha Kucha Presentation (6 mins 40 secs)

Friday, 11.15am-11.40am, Room E7

Education for employability

This paper explores the current employability agenda influencing higher education. Topics to be covered will include: critical appraisal of employability, key dimensions of the agenda, ways universities are addressing the agenda, what leaders in the field are saying about future directions. Why we cant ignore this imperative.

DELEGATE TAKE-AWAY

Why academics need to take notice of the employability agenda and what we should do about it?

PRESENTER BIOGRAPHY

Joy Higgs AM, PFHEA, is Adjunct Professor at University of NSW and Charles Sturt University. She has worked for over 35 years in higher education and has produce 40 books on professional practice and higher education.

Dr Deb J HILL
Whanganui Learning Centre

Workshop, 40 mins

Friday, 10.15am-10.55am, Drawing Room 2

How do we deepen thinking with a capital 'D'?

One of the purposes of further education is to encourage students to reflect more deeply on their experiences and to critically analyse their own ideas and perceptions. With my own background being that of a political philosopher of education, I am in the process of developing a graphic guide that shares insights into how to encourage this behaviour in classrooms within the tertiary sector.

If you would like to offer your own experience and/or ideas about how to encourage your students to think more deeply, then please come and share these in this workshop. I am interested particularly in (1) identifying different types of thinking in order to appreciate what 'deeper' forms might entail (2) examples of your own learning journey to consider what learning you found most valuable and why (3) examples from your own classroom activities about how you have promoted deep thinking (4) the obstacles you see that work to discourage deeper reflective practices.

DELEGATE TAKE-AWAY

In this workshop you will examine how our history of learning offers both constraints and possibilities for our future life choices and chances.

PRESENTER BIOGRAPHY

Dr Deb J Hill is a Political Philosopher of Education who specialises in teaching people to 'deepen' their thinking. She has taught at various New Zealand and international universities, the most recent of which has been the Ocean University of Qingdao, China. She is working at present to create a small, open source, graphic resource to help tertiary teachers and students to deepen their thinking. You are warmly invited to share your own experiences of how you have learnt to deepen the thinking of your students and to discuss the obstacles you see that inhibit this goal.

Christa JACENYIK-TRAWÖGER
University of New South Wales

Oral, 25 mins

Thursday, 12.00pm-12.25pm, Room E6

Summative Peer Review of Teaching – reflections on a university-wide initiative

Summative Peer Review of Teaching is a contested concept. Its association with accountability processes and personnel decisions run counter to notions of academic autonomy, and can engender emotional responses such as fear, and suspicion of managerialism (Harris, 2008; Gosling, 2009). By contrast, formative feedback is often viewed as a collaborative, mutually beneficial process determined by those engaged in it (Gosling, 2005). Given its controversial reputation, why would a large Australian research-intensive metropolitan university introduce a summative peer review initiative and mandate it for all staff applying for university teaching awards or academic promotion at any level?

This presentation will show that summative peer review of teaching has an important role to play in raising the profile of teaching. Rigorous scrutiny of teaching and learning practices, similar to that in research, is necessary if teaching is to become “truly central to Higher Education” (Shulman, 1993, p. 7). In addition, summative peer review has the potential to create promotions pathways for teaching only staff, thereby improving the standing of teaching within the university.

Reflecting on the inaugural year of this university-wide initiative, this presentation evaluates the processes, critical success factors and complexities encountered by coordinators, reviewees and reviewers. It discusses the degree to which established aims have been achieved, as well as unintended outcomes, such as the emergence of formative peer review schemes in faculties.

Gosling, D. (2005). Peer Observation of Teaching. (C. Osborne, Ed.) SEDA Paper 118. London, UK: SEDA.
Gosling, D., & O'Connor, K. M. (2009). Beyond the Peer Observation of Teaching. (D. Gosling & K. Mason O'Connor, Eds.) SEDA (SEDA Paper, Vol. 124). London: SEDA.
Harris, K.-L., Farrell, K., Bell, M., Devlin, M., & James, R. (2008). Peer Review of Teaching in Australian Higher Education-A handbook to support institutions in developing and embedding effective policies and practices. Development.
Shulman, L. (1993). Teaching as Community Property. Change, 25 (6), p. 6-7. Q4

DELEGATE TAKE-AWAY

The potential benefits of summative peer review of teaching and how it is enacted at a specific university.

PRESENTER BIOGRAPHY

Christa Jacenyik-Trawöger is passionate about Peer Review of Teaching. She currently manages a university-wide summative peer review initiative at the University of New South Wales (UNSW). Her doctoral research explores how peer review of teaching is perceived by those engaged in it and how these insights can be applied to the development and improvement of peer review programs.

Dr Te Taka KEEGAN
The University of Waikato,
Te Whare Wānanga o Waikato 2017

Plenary Presentation

Friday, 9am, Lecture Theatre E8

Using Humour in Teaching

I believe an important part of teaching is being able to connect with your students. One way to make that connection is through humour. I use humour frequently in the teaching of computer science, a field that may seem to many to not be humorous at all. This is certainly the case amongst many of my colleagues! In this talk I will discuss the avenues it which humour can be used in teaching, some of the many pitfalls and the many rewards. I will share some of the efforts my colleagues had in using humour, and some of my go to jokes. At the very least it should put a smile on your face.

PRESENTER BIOGRAPHY

Prime Minister's Supreme Award Winner in Tertiary Teaching Excellence
Te Taka Keegan is a Lecturer in the Computer Sciences Department at the University of Waikato. His tertiary teaching career began in the early 2000s with the Māori department, where he learnt a number of kaupapa Māori principles that he was able to later transfer to Computer Science. Te Taka has also been involved in a number of projects involving te reo Māori and technology including the Māori Niupepa Collection, Te Kete Ipurangi, the Microsoft keyboard, Microsoft Windows and Microsoft Office in Māori, Moodle in Māori, Google Web Search in Māori, SwiftKey in Māori and the Māori macroniser. At the centre of all of Te Taka's research and work is a passion for the Māori language.

Ben KENNEDY with Jonathan Davidson, Alex Watson, Marlene Villeneuve, Pete Sommerville, Alison Jolley, and Erik Brogt
University of Canterbury

Oral, 55 mins

Thursday, 4.00pm-4.55pm, Room E6

Disastrous Virtual fieldtrips and Drilling into Magma

Field work is one of the most critical pieces of learning for students in sciences like geology, biology, and geography. Virtual field trips (VFT) are increasingly considered effective teaching methodologies, especially with the rise of 3D visualizations and the growing demand for more inclusive classrooms. This research developed three VFTs for tertiary students in, a large intro class, a content-specific course, and a graduate skills-based course as preparation for a real field trip. The first two VFTs are partially in partnership with LEARNZ – a highly esteemed CORE Education team that creates successful VFTs for Primary and Secondary students in New Zealand. Key components include professionally produced videos of experts being interviewed on location, and constructively aligned skill and knowledge based assessments, opportunities for peer interaction, and interactive 3D content and scrolling web page. We have investigated using both the synchronous LEARNZ format with Q and A with experts and as an Instructor-guided asynchronous use of the same content. In general our constructively aligned, virtual field trips present an enjoyable, engaging and appropriate experience for learning at all tertiary levels that links concepts from the lecture with applied social or skill based issues of a laboratory, workshop, or field assessment. We propose that the synchronous version poses more excitement and immersion in the field environment and the prefield trip practice version reduces cognitive load when students first apply new skills in the field. In addition, the reuse of the asynchronous and the pre-field trip practice versions minimises technical hitches, lecturer stress and creates opportunities to improve and adjust the content. We explore recommendations and teaching implications for future virtual fieldtrips and methodologies on how to gamify aspects of the fieldtrip particularly with a science fiction-esque project to drill into a magma chamber in Iceland.

DELEGATE TAKE-AWAY

- New ways to teach and practice skills
- A way to experience an exotic place without going there
- An inclusive way to get field experience
- An alternative to powerpoint

PRESENTER BIOGRAPHY

Ben Kennedy, Marlene Villeneuve and Jonathan Davidson are teaching enthusiasts who love rocks and being outside, and weirdly think it is a good idea to drill into a magma chamber.

Sara KINDON
Victoria University of Wellington

Oral, 25 mins

Thursday, 2.00pm-2.25pm, Room E5

What helps refugee background students succeed in tertiary education?

The government's increase to the refugee quota and resettlement centres, as well as free first year tertiary study, will see more refugee background students entering higher institutions. How should we respond? What does existing research tell us about what helps these students to succeed? In this paper, I will present ideas from international studies as well as Wellington-based research to argue that refugee-background students need holistic support to achieve academically. While many are fuelled by desires to contribute to their families here and overseas, these students navigate broken educational histories and multiple competing realities, which can stall or inhibit their realisation of their goals. Many are propelled into heavy responsibilities as they are required to translate and earn for their families alongside study. Others may not trust institutions easily or find educational bureaucratic systems confusing. Still others, may be grappling with the personal or intergenerational effects of trauma. That said, inclusive teaching practices combined with targeted support systems founded in relationships and connection demonstrate how tertiary institutions can respond and enable effective educational outcomes for these learners.

DELEGATE TAKE-AWAY

- Greater awareness of NZ's refugee resettlement process and implications for tertiary institutions
- More knowledge about refugee-background students' learning journeys and pedagogical needs
- Tips on what has been found to work from both students' and institutional perspectives.

PRESENTER BIOGRAPHY

Sara Kindon lectures in Human Geography and Development Studies. Her research has focused primarily on theorising participatory approaches to research with traditionally marginalised groups internationally and in Aotearoa New Zealand. In 2006, she and some of her postgraduate students carried out the first NZ research with refugee background university students to understand their experiences of tertiary study. Since 2007, she has co-ordinated a network to support refugee-background students at Victoria University of Wellington, and carried out a range of participatory projects involving former refugee youth with the support of ChangeMakers Refugee Forum.

Les KIRKUP
University of Technology Sydney

Workshop, 40 mins

Friday, 10.15am-10.55am, Room E5

Inquiry-oriented learning through authentic, practical experiences

“Cookbook instructions certainly do not stimulate the student’s capacity for reasoning or ...ingenuity. If anything they are stifled under such a procedure. The instructions for carrying out a given experiment should be conspicuous by their absence...”

Bless A A (1933) Cook-Book Laboratory Work Am. J. Phys. 1, 88

While inquiry is a vital feature of the work of scientists, it is all too often absent from the undergraduate science curriculum. A natural location for inquiry to occur and be supported is the undergraduate science laboratory. Unfortunately, the laboratory experiences of most undergraduate students are dominated by verification, or ‘cookbook’ type activities, presented out of sequence with material being discussed in lectures or online. Such activities offer limited challenges for students to grow their knowledge of science, and often suppress their innate creative talent. Inquiry-oriented activities promise to enhance engagement as well as graduate capabilities such as problem solving, critical thinking, written and oral communication skills, and behaving ethically and responsibly. Such activities would seem the perfect antidote to the stale and lifeless activities that students routinely encounter, especially in first year science laboratories. But do inquiry-type activities live up to their promise, and what are the challenges in supporting students engaged in inquiry-oriented activities?

In this workshop participants will experience first-hand an inquiry-oriented activity leading to an examination of the:

- activity from a student perspective;
- scaffolding of activities which would best support students;
- challenges faced by students carrying out the activity;
- challenges faced by academics in supporting students in inquiry-oriented activities; • unique learning opportunities offered by inquiry-oriented activities, and;
- process of developing, trialling and evaluating such activities.

Note that though this workshop is science-based, no formal background in science is required of the workshop participants.

DELEGATE TAKE-AWAY

- i) a student perspective on learning through inquiry
- ii) the unique learning opportunities offered by inquiry-oriented learning activities
- iii) challenges faced by academics in designing, delivering and sustaining a program of learning through inquiry
- iv) the key role of professional development for those supporting learning through inquiry

PRESENTER BIOGRAPHY

Les is an Adjunct Professor at the University of Technology Sydney and an Honorary Professor at the University of Sydney. He is also an Australian Learning and Teaching Fellow. Les held academic positions in England and Scotland before joining UTS in 1990. He has published widely in peer-reviewed journals throughout his career and has written several textbooks, most particularly in the areas of experimental methods and the analysis and presentation of data. Many of Les' teaching and educational development activities have focussed on enhancing the student experience in laboratories. His contributions to teaching and learning were recognised nationally in 2007 with the award of a Carrick Associate Fellowship and again in 2011 with the award of an ALTC National Teaching Fellowship. In 2014 he was awarded the Australian Institute of Physics Education medal for his national contributions to physics education.

Nicolette LEE
La Trobe University

Workshop, 40 mins

Friday, 10.15am-10.55am, Drawing Room 1

Capstones across disciplines - learning to fly

Higher Education is under increasing pressure to validate and justify the quality and value of its educational constructs in relation to employability, student experience and culture. Capstones are an element of the teaching toolkit that provide a connecting thread between these themes.

The term capstone, very generally speaking, refers to a culminating educational experience with a focus on the consolidation of prior learning, the development of graduate capabilities and the transition to post-graduation settings. Although there have long been final year subjects in many disciplines that closely reflect the idea of a capstone, it is only in recent years that the term has moved into popular usage beyond the U.S.

This workshop will explore the principles of capstone curriculum and practical examples from across the world, emanating from an Australian Learning and Teaching National Senior Teaching Fellowship. Participants will work together to identify opportunities to enhance final year transition experiences within the curriculum, with an eye to integration of prior learning with graduate employability.

DELEGATE TAKE-AWAY

Ideas and insights into the threads between curriculum, independent and personalised learning, employability and academic quality.

PRESENTER BIOGRAPHY

Nicolette is Professor of Higher Education and Executive Director (Quality and Standards) at La Trobe University in Melbourne, Australia, a Principal Fellow of the Higher Education Academy and an Australian Government Office for Learning and Teaching National Senior Teaching Fellow. She was previously the Acting Pro Vice Chancellor and Executive Director (Learning and Teaching) at Victoria University and the Academic Director, Swinburne Professional Learning. Over the past decade, Nicki has designed and taught numerous capstones, and led the implementation of capstones across disciplines. She has a background and research interests in higher education curriculum models, particularly final year experience and transition, project and problem based approaches, design education and learning environment design and evaluation.

Jaci MASON with Lynne D Roberts, Helen Flavell
Curtin University

Poster

Thursday & Friday, all day, Foyer of Engineering Core

A Scoping review of the literature on consensus moderation

Marking is known to be inherently intuitive as individual markers use tacit knowledge. This adds to the intricacy of achieving reliability and consistency of grades. Assessment judgements vary depending on the assessor's expertise, previous experiences and preconceptions on how others would judge the work as well as their own expectations. Having a diverse team undertaking marking (such as casual/sessional academics in large cohorts) introduces a greater potential for inconsistencies in the marks with each tutor bringing with them their own experiences and backgrounds. Not surprisingly, the larger the team the greater amount of inconsistencies can be found in the assessment grading.

Moderation, where marked work is checked for consistency, is one aspect of assessment quality assurance. The importance of undertaking assessment moderation has been extensively documented and various approaches are in use. Consensus moderation is one commonly used model of moderation. Consensus moderation is a process where collaboration and discussion takes place to reach an agreed consensus regarding the allocation of marks (Sadler, 2013). In addition to ensuring fairness for students (and a review of marking discrepancies, consensus moderation provides an opportunity to develop both staff capacity and collegially held knowledge. Whilst consensus moderation is a common approach to ensuring fairness to students, there is a scarcity of research focusing on the subject. This poster will present the themes that have emerged from a recent scoping review on the empirical evidence on consensus moderation.

Sadler, R. (2013). Assuring academic achievement standards: from moderation to calibration. Achievement Standards in Higher Education, 20, 5-19.
doi: 10.1080/0969594X.2012.714742

DELEGATE TAKE-AWAY

- There are a variety of approaches adopted when undertaking moderation and consensus moderation
- There are a range of understandings of consensus moderation
- Consensus moderation can be viewed as a quality assurance process and/or an accountability process
- The process of consensus moderation can be seen as supportive, where learning can take place within a community of practice
- There are constraints and tensions which exist when academics undertake consensus moderation

PRESENTER BIOGRAPHIES

Jaci Mason is currently undertaking her PhD looking at Consensus Moderation. She is a teaching focused academic, leading the Paramedicine Program at Curtin University. Jaci has extensive clinical experience in a wide variety of environments across clinical settings. She has a particular interest in the development of clinical decision making skills as well as moderation practices in higher education.

Associate Professor Lynne Roberts is an OLT National Teaching Fellow. Her excellence in teaching has been recognised through student guild, faculty, university and national teaching awards and nominations. In 2012, Lynne was awarded an OLT Citation for Outstanding Contributions to Student Learning. Lynne is an active researcher and has been the recipient of international, national and local research grants to conduct higher education research. This has resulted in publications in international and national journals and presentations at international, national and local conferences and symposiums.

Dr Helen Flavell is a Senior Lecturer and the Coordinator of the Scholarship of Learning and Teaching in the Faculty of Health Sciences, Curtin University in Western Australia. She has worked in teaching and learning research and development for ten years including seven nationally funded projects on a range of topics from Indigenous Australian cultural capability to academic leadership.

Pam McCORIE with Lynne Roberts and Emily Castell
Curtin University

Oral, 25 mins

Thursday, 11.30am-11.55am, Room E5

Experiences of health professional students of educational yarning as a teaching and learning pedagogy in Indigenous studies

Numerous reports have highlighted the health disparities between Aboriginal and non-Aboriginal people. These disparities and the existence of racist attitudes and prejudicial beliefs about Aboriginal people in mainstream healthcare services have resulted in the implementation of Indigenous cultural competency frameworks in the tertiary sector in an attempt to address individual and institutional racism. These frameworks aim to develop the cultural capabilities of future health practitioners as this has been associated with improved health care outcomes for Aboriginal people. Transformative learning offers a theoretical framework through which health science students' attitudes and beliefs toward Aboriginal people can be critically examined. Transformative learning suggests that it is vital to establish a safe learning environment where students can experience 'disorientating dilemmas' that challenge beliefs and assumptions about Aboriginal people. Yarning has been identified as a transformative strategy. An adapted version of yarning as an educational tool that can be used by Aboriginal and non-Aboriginal teachers and students has been described in the literature. However, there is a scarcity of research evaluating 'educational yarning' as a transformative pedagogy or measures to enable this. For the purpose of this project 'educational yarning' is defined as a transformative pedagogy that moves away from didactic teaching approaches towards a more interactive conversation style and a 'two-way' learning environment that places an emphasis on the development of relationships. A series of focus groups has explored the perceptions and experiences of students involved in educational yarning within the classroom setting and a series of semi-structured interviews were conducted with students to further explore their perceptions and experiences of educational yarning. Thematic analysis suggests that this is an effective transformative pedagogy and the findings will be used to develop a quantitative measure of educational yarning which will serve to increase the sector's understanding of educational yarning as a transformative pedagogical framework.

DELEGATE TAKE-AWAY

That educational yarning can act as a pedagogy that challenges and transforms students beliefs and assumptions.

PRESENTER BIOGRAPHY

Pam is a nurse and midwife and holds a Master of Medical Science. She has extensive experience teaching in higher education. Pam is also an experienced teacher in Indigenous cultures and health, working in partnership with Aboriginal and Torres Strait Islander colleagues. She is currently a PhD student at Curtin University.

Jacquelin McDONALD
University of Southern Queensland

Campfire, 40 mins

Thursday, 2.00pm-2.40pm, Drawing Room 2

Communities of Practice: Sharing our dreams and schemes

The Community of Practice (CoP) theoretical framework of sharing practice, building domain knowledge and engaging community will guide interactive discussion around schemes and dreams to create and sustain CoPs to support learning and teaching. CoP theory is evolving from growing competence within a single practice field to becoming knowledgeable across a landscape of practice. Discussion will be informed by evolving theory and sharing of participant practice. Participants will be invited to join an online community - Co- Researching the Facilitation of Social Learning.

DELEGATE TAKE-AWAY

Insights into evolving Community of Practice theory and how it has been implemented in higher education over 12 years. Engagement with fellow practitioners and opportunity to join an online community for facilitators of social learning in higher education.

PRESENTER BIOGRAPHY

Jacquie McDonald has over 28 years experience designing and implementing distance and online courses at the University of Southern Queensland. She has implemented and coached Communities of Practice (CoPs) since 2006. Her leadership in the facilitation of CoPs is recognised through Fellowships, grants, awards and publications.

Marie McENTEE and Melanie Wall
University of Auckland

Workshop, 55 mins

Thursday, 4.00pm-4.55pm, Conference Foyer, John Britten Building

Doing is Being: Experiential learning inside and outside the classroom for teaching complex 'human' concepts

Student learning can be greatly enhanced by student participation in activities which enable them to engage with real-world experiences. Learning abstract ideas, concepts or theories can be greatly improved by students actively engaging in 'experiences' that facilitate a learning by doing approach. While physical science and engineering students are regularly taken to field sites to investigate natural phenomena, social science and humanities students face the difficulty of learning 'human' constructs often in the constraints of a university setting. Planning, designing and executing these 'experiences' is challenging in the space constraints of lecture theatres, or in the restrictive university timetable that presents challenges for active experiential learning.

Marie McEntee and Mel Wall have over the years grappled with the challenges of providing students with 'field' experiences to enable them to learn social concepts in their stage 1, 2 and 3 undergraduate science classes. Marie employs this approach in her cross-disciplinary 'science in society' courses and Mel in her human geography courses.

In this workshop Marie and Mel will share their experiences for 'doing' social science as a means to enable 'being'; the embodied performance of social science in action. The workshop will begin with a short presentation. Mel will problematise the notion of the 'field' for social science and the humanities, particularly when examining controversial social issues. She advocates for the enactment of 'real-world' experiences within the classroom to enable doing as being. Marie will draw on her experience of both short real-world 'field' excursions to learn social science concepts and lecture activities that re-create the field in the classroom. This will be followed by an interactive session where the group can explore participants' conventional lecturing sessions to see how these could be re-imagined as a 'field' experience.

DELEGATE TAKE-AWAY

Participants' will gain insights as to how they can re-imagine conventional lecturing sessions as a 'field' experience to enhance student understanding of social science / humanities concepts through a learning by doing approach in the 'field' - either through short real world field experiences or through the field being re-created in the classroom.

SPEAKER BIOGRAPHY

Marie McEntee is an interdisciplinary social scientist at the University of Auckland where her teaching focuses on issues that lie under the broad umbrella of 'Science in Society'. Within this area she specialises in science communication, science innovation, collaborative learning and community-based participatory research particularly relating to environmental issues. Marie received her national teaching award in 2015 and was elected to the Academy's Executive in 2016 and is the current Vice-President.

Mel Wall is a social scientist in the School of Environment with research interests in postcolonial geographies and critical pedagogy. Mel has taught into the undergraduate Geography programme at the University of Auckland since 2005. She is passionate about the benefits of experiential learning and inclusive teaching. Committed to facilitating equity within the student tertiary experience, Mel practices and promotes the alignment of curriculum and pedagogy to enable this principle.

Colin McGREGOR
Adult and Community Education (ACE) Aotearoa

Campfire, 25 mins

Thursday, 11.30am-11.55am, Drawing Room 2

From pretty dodgy to better-gogy, setting standards to be better educators

If you are teaching, how do you know you are any good? In the Adult and Community Education (ACE) sector, the role of teacher is commonly referred to as tutor. Other terms that are used interchangeably and sometimes better describe the nature and characteristic of the teaching lead, are educator, facilitator, kaiako, and coach. The term teacher is not well used or refrained from, as many learners in the ACE sector have often had negative experiences of being taught at and schooling. It is also where adult learners who have had a life changing situation, come along and sometimes with their families and wider community, to refresh/upskill their knowledge and skills, or acquire new knowledge and skills on subjects of interest.

Educators working in the ACE sector are tasked with re-engaging learners back into learning, creating a supportive and informal environment for learning that leads to a range of social and economic outcomes for individuals and communities that are not always directed toward qualifications, employment or further education.

The ACE teaching standards were developed in 2011 in response to increasing demand from mostly smaller organisations who wanted to know if they were doing a good job. Reviewed in October 2017, the standards describe what makes a good tutor, and are underpinned by the values of rangatiratanga, manaakitanga, and whanaungatanga and the guiding principle of ako. These are the expectations that a learner has a right to expect, and that the ACE sector agrees as professional standards for working with learners, their families and communities.

Whether you have been teaching for years, qualified, or woke up one day and found yourself teaching the way you were taught, this session will discuss the dodgy teaching practices. We will explore what makes a good teacher, and how the ACE Teaching Standards are being used to improve the quality of teaching in community learning.

DELEGATE TAKE-AWAY

Exploring dodgy teaching and what makes a good tutor (teacher). Understanding standards and how they are being used in the adult and community education sector to improve teaching quality.

PRESENTER BIOGRAPHY

Colin McGregor is the Director for Adult and Community Education (ACE) Aotearoa, the lead body and professional development organisation for the sector. Colin has had a public sector career which included roles in the Vocational Guidance Service, Ministry of Education and Department for Corrections. He has worked both as a practitioner and a leader. Prior to this role, Colin was the Ministry of Education's Private Secretary in the Office of the Associate Minister of Education, Hon Nikki Kaye.

With an ongoing commitment to adult education, Colin has completed three Master Degrees (Psychology at Massey University, Business Administration at the University of Wales and an Executive Masters in Public Administration at Victoria University of Wellington). He has continued learning within and outside his working life. He's done this through learning environments ranging from formal university courses to on line courses in topics as varied as the science of happiness and the life of Alexander the Great.

Richard MITCHELL and Adrian Woodhouse
Otago Polytechnic

Fishbowl, 40 mins

Friday, 11.00am-11.40am, Room E6

I make; therefore, I know: Assessing Cognitive and Creative Problem-Solving Using Embodied Performances of Practice

In the changing landscape of adult learning new forms of pedagogy are emerging that require us to rethink assessment processes. Traditional pedagogies privilege the gathering of linguistic (written, verbal and visual) assessment evidence that is designed to perpetuate the hegemony of structural and symbolic academic institutions. In so doing, these practices ritualise the ‘performance’ of learning, by (linguistically) mediating the embodied act of learning – students are asked to dance to the tune of the assessment, rather than demonstrate their learning in more expressive and meaningful ways. These traditional pedagogies have no way of dealing with embodied expressions of learning, despite the fact that in fields of practice as diverse as artisan craft and scientific experimentation “the world ‘talks back’ to us (Sennett 2009, 272) most articulately not when we step away from it to contemplate its totality but when we dive into it to accomplish a specific material task” (Spatz 2017, p. 259). Embodied practice is the space where unmediated and visceral learning happens.

As Spatz (2015, p. 2) asserts, embodied practice is ‘fundamentally epistemic’ and therefore our practices (doing) are directly ‘structured by knowledge’ (thinking). So, why must assessment of practice be linguistically mediated? This fishbowl session asks: are we brave enough to accept embodied expressions of practice as evidence of learning in and of themselves and are we ready to abandon the need for academic (linguistic) rationalisation through exegesis?

Spatz, B. (2017). Embodiment as First Affordance: Tinkering, Tuning, Tracking. Performance Philosophy, 2(2), 257-271.

doi:https://doi.org/10.21476/PP.2017.2261

Spatz, B (2015) What a Body Can Do: Technique as Knowledge, Practice as Research. Routledge, Abingdon.

DELEGATE TAKE-AWAY

Critical questioning of current assessment practices

Selene MIZE
University of Otago

Workshop, 25 mins

Thursday, 11.30am-11.55am, Room E7

Computer-based examining

Examining The NZQA is moving to computer-based examining for NCEA, and in the near future students will increasingly expect to use computers and tablets for exams in the tertiary sector. What are the advantages and disadvantages of moving to computer-based tests and exams? What are the challenges for the tertiary sector in doing so? This session will report on a trial project at the University of Otago.

DELEGATE TAKEAWAY

How can I shape my teaching to facilitate life-long learning?

Mauro MOCERINO
Curtin University

Oral, 25 mins

Thursday, 12.30pm-12.55pm, Room E8

Enhancing learning in the laboratory: Identifying and promoting best practice in university science laboratory classes

Laboratory classes are an essential component of most science and engineering courses with the potential to achieve a number of practical and theoretical objectives. However, the effectiveness of laboratory classes is often not achieved to their full potential. Rice et al. (2009) showed in their report “Tertiary Science Education in the 21st Century” the key role of laboratory instructors for science in higher education. They argue laboratory teachers have a huge impact on their students’ growth as science professionals. O’Neal et al. (2007) in their study into the impact of teaching assistants and retention in science and engineering classes, stressed the importance of providing high quality instruction in laboratory classes.

In response to concerns about the quality of instruction in laboratories, a Laboratory Demonstrators Professional Development Program (LDPDP) was developed to enhance the teaching skills of laboratory demonstrators. This formed the basis of an OLT National Teaching Fellowship program to develop a refined LDPDP, with input from national and international scholars in institutions that have established PD programs. Outcomes of this work will be discussed, along with strategies to increase the profile and benefits of quality laboratory teaching.

O’Neal, C., Wright, M., Cook, C., Perorazio, T., & Purkiss, J. 2007. The Impact of Teaching Assistants on Student Retention in the Sciences. Journal of College Science Teaching, 36(5), 24-29

Rice, J. W., Thomas, S. M., & O’Toole, P. 2009. Tertiary Science Education in the 21st Century. ISBN 978-0-646-51267-9

DELEGATE TAKE-AWAY

- The importance of appropriate PD for laboratory teaching staff.
- Strategies for developing PD programs.
- Access to resources developed in this PD program

PRESENTER BIOGRAPHY

Associate Professor Mauro Mocerino is an Australian Learning and Teaching Fellow who has enjoyed teaching chemistry at Curtin University for over two decades. During this time he has sought to better understand how students learn chemistry and what can be done to improve their learning. This has developed into a significant component of his

research efforts. He also has a strong interest in enhancing the learning in laboratory classes and led the development of a professional development program for those who teach in laboratories. Mauro's other research interests are in the design and synthesis of molecules for specific intermolecular interactions including drug–protein interactions, host–guest interactions, crystal growth modification and corrosion inhibition. He has received numerous awards for his contributions to learning and teaching, including the inaugural Premier's Prize for Excellence in Science Teaching: Tertiary (2003), the Royal Australian Chemical Institute, Division of Chemical Education Medal (2012) and an Office of Learning and Teaching Australian Award for Programs that Enhance Student Learning (2013).

Ksenija NAPAN and Helene Connor
Massey University

Campfire, 55 mins

Thursday, 4.00pm-4.55pm, Drawing Room 1

Walking the bi-cultural talk in Aotearoa

Two bi-cultural colleagues will facilitate this campfire session. Associate Professor Ksenija Napan is Pākehā and Dr Helene Connor is of Te Atiawa and Ngāti Ruanui descent. The session will enable participants to explore what it means to be bi-cultural in Aotearoa/New Zealand and how it manifests in our practices of ako (teaching/learning) across a range of disciplines and fields of practice. The session will start with an introduction focussing on aspirations and the importance of embedding bi-culturalism in tertiary teaching and outlining potential challenges. Particular focus will be placed on weaving strands of effective teaching/learning examples and ways of walking the bi-cultural talk providing participants with an opportunity to expand their teaching/learning repertoire and connect with their bicultural selves. The facilitators will hold the space to enable all voices to be heard and summarise findings from this interactive session.

DELEGATE TAKE-AWAY

Exploring how to dance the bi-cultural talk and learn how to weave the strands of dialogical and empowering learning

PRESENTER BIOGRAPHIES

Ksenija Napan:
Ko Medvednica te maunga
Ko Sava te awa
Ko Air New Zealand Boeing 777 te waka
Ko Ngāti Pākehā te iwi
Ko tangata Tararā te hapū
Ko Te Noho Kotahitanaga te marae
Ko Ngākau Māhaki te wharenuī
Ko Ksenija Napan tōku ingoa

Ksenija is an associate professor at Massey University, School of Social Work. Her main research interests are in integration of seemingly opposing polarities like science and spirituality, fun and learning, social change and social control and exploration of creative ways of doing social work and teaching/learning (ako).

Helene Connor:
Ko Taranaki tōku maunga
Ko Waitara tōku awa
Ko Ouae Waitara tōku marae
Ko Tokomaru tōku waka
Ko Te Atiawa me Ngati Ruanui ōku iwi
Ko Ngati Rahiri me Ngati Te Whiti ōku hapu
Ko Ngatata tōku tupuna
Ko Helene Connor tōku ingoa

Helene is of Māori, English and Irish descent. She has whakapapa (genealogy) links to Te Atiawa and Ngati Ruanui iwi (tribes) and Ngati Rahiri and Ngati Te Whiti hapu (sub-tribes).

Helene's research interests include: the exploration of constructions of identity and multi-ethnic identity and the intersections between gender, ethnicity and cultural representation; narrative and auto/biographical research; Māori feminism, mana wahine Māori and women of colour feminism and research on aspects of mothering. She is also interested in New Zealand colonial history and 19th century literature and the lives of 19th century women novelists, particularly from the North of England, such as Geraldine Jewsbury, Elizabeth Gaskell and the Brontë sisters. She is a Senior lecturer at University of Auckland, Te Puna Wananga, Faculty of Education and Social Work.

Richard NYHOF, Otago Polytechnic with James McKay, Weltec

Oral, 40 mins

Thursday, 2.00pm-2.40pm, Room E7

Engaging with work - a degree apprenticeship

As with many countries worldwide, New Zealand is facing a critical shortage of infrastructure asset managers, engineers who understand the nature and infrastructure of the country and who can draw on interdisciplinary knowledge to solve the problems that arise from infrastructure deterioration as well as future needs and natural disasters. At present, New Zealand does not train engineers specifically for this growing niche, but rather traditional civil, electrical and mechanical engineers “grow” into the role through their own experience on city and district councils. This presentation describes the processes involved in the development of a pilot curriculum for a three year engineering technologist apprenticeship degree in New Zealand, with a focus on infrastructure asset management engineering. Initially, a sample of 20 engineers based across New Zealand was used as a reference group to draw up an apprenticeship standard that would outline the desirable knowledge, skills and behaviours of the degree candidates. This pool of engineers was then expanded and the expertise of this group used to drive the development of the curriculum. The expanded group included both city and district engineers, engineering consultants and contractors and also engineering educators from the polytechnic sector in New Zealand.

Once the degree apprenticeship standard had been ratified and interview data collected from this reference group, the degree was planned in terms of the nature of the delivery methods, the level of the degree, the structure of the programme and critically the end point assessments. The strength of this approach to curriculum development is that it is driven by the engineering community and not the engineering education sector and focused on their needs thus addressing a critical shortage that is a looming national problem. In addition, this paper will also discuss the transformative aspirations of the curriculum aimed at addressing critical diversity issues in engineering such as the number of female students engaged as well as the engagement of other under-represented groups.

DELEGATE TAKE-AWAY

That:

- Degree Apprenticeships are a way of engaging students with both industry and education.
- Development is a collaboration between industry and educational institutions.

SPEAKER BIOGRAPHY

Richard Nyhof is currently the head of the College of Engineering, Construction and Living Sciences at Otago Polytechnic. He has taught maths and physics related subjects for 30 years and won a National Tertiary Teaching Award for sustained excellence in 2016.

James OLDFIELD
Unitec Institute of Technology

Workshop, 40 mins

Thursday, 2.00pm-2.40pm, Drawing Room 1

Empowering collaborative learning through technology

Collaboration is a critical component of Unitec's learning and teaching philosophy. Numerous learning and teaching theories and approaches include social or collaborative elements and employers are increasingly expecting people to work in teams. Meanwhile, many technologies have trended towards connecting people and enabling them to collaborate. Traditional group work can yet be challenging for many students with limited time in class to become comfortable working with their peers. The workshop facilitator has spent a number of years developing techniques, resources and support structures to support students in collaborating with each other and with their lecturer. This work has led to the redevelopment of teaching spaces, introduction of digital learning platforms and redesign of courses.

This workshop will provide participants with an overview of some of the ways technology can be used to empower collaborative learning in a tertiary education context. The facilitator will share examples from his own teaching context, and others from his institution. Modifications to these approaches will also be shared to allow participants to see how they can work in their own contexts. Participants are encouraged to bring their own mobile device (laptop, tablet or smartphone) and will have an opportunity to get hands on with a collaborative mind mapping tool for a first-hand experience of collaborative learning supported by technology. By the end of the workshop they will come away with a collaborative brainstorm of ideas for enabling collaboration within their own teaching context.

DELEGATE TAKE-AWAY

A collaborative brainstorm of ideas for enabling collaboration within their own teaching context.

PRESENTER BIOGRAPHY

James Oldfield is the Digital Learning Lead at Unitec Institute of Technology. James provides leadership and strategic direction to Unitec in matters relating to digital learning and teaching. He is a member of the Ako Academy of Excellence Executive, an Apple Distinguished Educator and a Senior Fellow of the Higher Education Academy with 15 years lecturing experience in business information systems. James is also currently working towards a PhD in Education at Murdoch University.

Phil OSBORNE with Samuel Mann and Richard Mitchell
Otago Polytechnic

Panel, 40 mins

Friday, 10.15am-10.55am, Room E6

The challenge of assessment: Utilising Interpretive Dance in a Business degree

Assessment practices stimulates a lot of discussion amongst teachers of all levels. More often than not the discussion focuses on WHAT to assess. In this workshop, participants will be asked to consider HOW to assess. Embedded paradigms lead us to consider very traditional modes of assessment, while the future of learning may require us to contemplate a wider range of evidence gathering.

The title of the workshop is provocative in the sense that while it sounds nonsensical, if we stop ourselves from jumping to conclusions, we can possibly identify contexts (even in business education) where interpretive dance could in fact be used to assess. Examples will be provided to demonstrate that by limiting our thinking also limits the learner's opportunity.

The panel will consist of experienced teachers who are currently operating at the edge of assessment practice due to the development of a new undergraduate degree, the challenges of incorporating assessment (and recognition) of prior learning and the rising demand for workplace education and assessment.

Participants will be encouraged to reveal their own challenges and solutions.

DELEGATE TAKEAWAY

The attendees will be challenged to consider the why of the assessment practice, and to develop opportunities to explore (and research) alternative assessment approaches.

PRESENTER BIOGRAPHIES

Phil Osborne is a Lecturer in Business and Design at Otago Polytechnic. In 2017 Talking Teaching he led a panel on Disobedient Teaching. He spends much of his time attempting to align the Future of Learning with the Future of Work.

Professor Samuel Mann is the academic leader of Capable, a school within Otago Polytechnic. He has led the introduction of the innovative Bachelor of Leadership for Change, NZ's first undergraduate degree not constrained by a disciplinary base.

Professor Richard Mitchell leads Otago Polytechnic's Food Design Institute, which is home to the Bachelor of Culinary Arts, New Zealand's first culinary arts degree. Also, the first institution in the world to use design to teach culinary arts.

Kelly PENDER
Toi Ohomai Institute of Technology

Oral, 25 mins

Thursday, 12.30pm-12.55pm, Room E5

Effective teaching for Māori students on the Certificate in Fitness programme at Toi Ohomai Institute of Technology

As a PhD student of Te Whare Wānanga o Awanuiāraangi I would love to share my research kaupapa. The purpose of my research is to understand teacher influence on qualification outcomes for Māori students within the Certificate in Fitness programme at Toi Ohomai Institute of Technology. What aspects of practice, pedagogy or other may be shared and applied by adult educators within the Institute of Technology and Polytechnic environment to improve qualification outcomes for Māori?

This research project aims to draw on advice from graduates of the Certificate in Fitness programme delivered by Toi Ohomai Institute of Technology, at Windermere Campus. This programme has demonstrated consistent qualification success for Māori within the mainstream tertiary sector over a seventeen-year legacy.

The project is founded on Kaupapa Māori and Pūrākau and methodologies. To initiate the process a steering group of eight graduate taurira will recommend a semi-structured template for succeeding focus groups to discuss. Each focus group will consist of four past students to represent their year of study. Nine groups will be selected to represent their respective cohorts from 2010-2018. They will share, explore and discuss their experiences and feelings around the research topic: what does an effective teacher within the mainstream ITP environment look like? How can a teacher within the ITP environment better cultivate positive academic outcomes for Māori learners?

DELEGATE TAKE-AWAY

It is hope that by sharing my story adult educators can reflect on their own practice. There will be an insight from mainstream tertiary lenses into a Kaupapa Māori approach to teaching, learning and research.

PRESENTER BIOGRAPHY

Senior Academic Staff Member and Programme Coordinator, Certificate in Fitness, Toi Ohomai Institute of technology. TTEA 2010. "My passion, enthusiasm, motivation and respect for learners has been influenced collectively by significant people in my life and ignited by seeking to make a difference with people through education." Kelly is a dynamic teacher and leader who excels in supporting his students to achieve their potential. He has a very diverse range of students on his programmes and goes out of his way to build a whanau ethos within each class. Every student is valued for the contribution they make. He acknowledges his own role models as he has developed as a teacher and works hard to be role model himself. His students comment: "Overall, I did not believe in my ability to

succeed in this course, but due to KP's teaching I have discovered my passion. I am not scared of putting myself out there." "Very professional yet a student at heart. Creates such a fun atmosphere and sense of unity." Well connected with the local fitness community, Kelly explicitly works with his students to develop their skills to enable them to work in a people-centred industry. Another of his students sums up Kelly's achievements: "Thank you bro for your example ... you have changed my life for the better."

Lynne ROBERTS
Curtin University

Oral, 25 mins

Thursday, 11.30am-11.55am, Room E6

Learning Analytics: Students' Attitudes, Understanding and Actions

Learning analytics have been hailed as improving institutional efficacy and effectiveness. However, the technical development has outpaced the consideration of how learning analytics can be used for learning. From a teaching perspective, the key rationale for learning analytics is to improve student learning through providing personalized feedback and support to students. However, there is an underlying assumption that simply providing analytics to the student will be sufficient to improve use and self-regulated learning. For improved student learning to occur, students need to have positive attitudes towards learning analytics, understand the learning analytics feedback provided, and act upon this feedback. In this presentation, we will provide an overview of a body of research we have conducted within one Australian university examining each of the three components required: attitudes, understanding, and action. Drawing on focus group, interview, survey, and experimental research findings we will highlight the mixed attitudes students hold towards learning analytics, their difficulties in understanding feedback provided through standard learning analytics reports, and their affective responses and proposed actions in response to feedback delivered via learning analytics messages. Positioned within a feedback recipience framework, we conclude by outlining what will be required to enable students to actively engage with learning analytics feedback to improve learning.

DELEGATE TAKE-AWAY

- The potential to enhance student learning through the provision of learning analytics is largely unrealised
- Standard student-facing learning analytics reports from learning management systems need to be customised to enhance understandability for students
- Teaching staff will need to provide guidance to students on how to interpret and effectively act upon learning analytics feedback
- Development of support materials and training for teaching staff is required to enable this

PRESENTER BIOGRAPHY

Lynne Roberts is an Associate Professor in the School of Psychology at Curtin University in Perth, Western Australia, where she teaches advanced research methods. Lynne is an Australian National Teaching Fellow with an interest in a wide variety of educational research. For the past three years she has been collaborating with staff and students on learning analytics projects.

Daphne ROBSON
Ara Institute of Canterbury

Oral, 25 mins

Thursday, 12.00pm-12.25pm, Room E8

Engaging students in non-routine thinking

Future jobs will require fewer routine tasks and less routine thinking as computers, robots and augmented reality software become more useful in the workplace. Of course, their increasing use means there will be more problems to solve and more non-routine thinking required.

How can we engage students in activities that encourage the non-routine thinking that will be needed in their future jobs? This session will include a short activity that is designed to engage students in making decisions about a problem in a way that encourages them to think logically and creatively. The activity is designed by Dan Meyer, who is internationally acclaimed for maths activities that make students stop and think. The activity also opens up opportunities to apply the principles to many other subject areas. This session will focus on these principles.

DELEGATE TAKE-AWAY

How to provide a problem solving environment that encourages students to think in non-routine ways.

PRESENTER BIOGRAPHY

Daphne heads the Mathematics and Statistics team at Ara Institute of technology where these subjects are taught to engineering, computing, science, and nursing students. Her research focusses on using technology in innovative ways to help students learn by enabling known pedagogy.

Christine RUBIE-DAVIES with Jason Stephens, Elizabeth Peterson
University of Auckland

Oral, 25 mins

Thursday, 11.00am-11.25am, Room E6

Can the implicit bias of pre-service teachers be changed?

This study examined the implicit biases pre-service teachers held concerning the academic achievement of the ethnic majority compared to Māori students. The study also investigated whether teacher education courses focused on equal opportunities for Māori in society and education decreased preservice teachers' implicit biases over three years of pre-service teacher education. Teacher expectations have typically been measured explicitly but such responses could reflect social desirability biases. However, some recent research has shown that in mathematics, teachers' implicit (but not explicit) biased expectations predicted student achievement. In the current study, first year pre-service teachers (N = 239) completed an Implicit Association Test (IAT). A smaller sample of the same preservice teachers (n = 74) completed the IAT test in the second and third years of their teacher education programme. Analyses showed that at the beginning of the teacher education programme, Pākehā, Pacific Island and Asian pre-service teachers all favoured Pākehā students more so than did Māori pre-service teachers. However, mean implicit biases decreased from the first year of the preservice programme to the third year, although pre-service teachers still favoured Pākehā over Māori students. Although implicit biased expectations remained after three years, they were attenuated, thus indicating that targeted professional development courses may reduce implicit teacher biases. It is important to reduce teacher bias in order to promote student motivation and achievement outcomes.

DELEGATE TAKEAWAY

Most people (teachers) have some degree of bias towards particular groups in our society. Implicit bias of teachers can lead to students achieving at lower levels than they are capable of. Implicit bias can be attenuated through targeted professional development programmes.

PRESENTER BIOGRAPHY

Christine Rubie-Davies is a Professor in the Faculty of Education and Social Work at the University of Auckland. She has a particular research interest in teacher expectations and how they influence opportunity to learn. She is also interested in bias particularly in relation to ethnic minority groups and how that impacts their learning opportunities.

Mohamed ALANSARI and Christine Rubie-Davies
The University of Auckland

Oral, 25 mins

Thursday, 3.00pm-3.15pm, Room E6

From formative to summative: Can positive ratings of tertiary classroom environments predict ratings of course quality?

This paper explored the relations between student ratings of the tertiary learning environment, self-expectations, workload expectations, and ratings of course quality. Although classroom environment or climate studies flourished in the last four decades, less is known about the relations between the tertiary 'climate' and 'quality'. This is partly due to the traditionally dualistic approach to studying climate perceptions versus quality ratings (i.e., studies traditionally looked at the relations between climate and outcomes, or quality and outcomes, but not both in the same context; Allodi, 2010). Such studies often contended that positive classroom climates may not necessarily yield, or cannot concurrently occur with, quality educational outcomes (Dewey, 1997).

The current paper explores the relations between the tertiary climate (measured by 10 learning environments factors: delivery style, pacing, forced versus natural interactions, checking for understanding, cognitive engagement, effective practice, class size, note taking, and technological competence); student self-beliefs (namely self-expectations and workload expectations); and ratings of course quality.

A total of 540 tertiary students from a large university in New Zealand participated in the current study. The data were cross-sectional and participants were chosen using a purposeful sampling technique. Ethical permission was gained to approach course coordinators regarding their students completing the questionnaires at a scheduled 10-minute lecture break.

Overall, findings revealed statistically significant relations between the climate, self, and outcome factors explored in the study, indicating the direct and indirect effects of student ratings of in-class practices on their self-beliefs and ratings of overall course quality. Notably, nine out of the ten climate factors significantly predicted students' self-expectations, workload expectations, and course quality, whereas self-expectations and three climate factors (teacher delivery style, student cognitive engagement, and class interactions) significantly predicted ratings of course quality. Student ratings of teachers' technological competence was a non-significant predictor of any variables in the study.

Therefore, the paper argues for the value in using tertiary climate views as a reliable source of data for understanding, as well as improving, tertiary classroom processes. The paper also argues for the value in using climate views in predicting course summative views, as a step towards better understanding how ratings of educational quality can be improved over time.

DELEGATE TAKE-AWAY

1. The value of using formative data collection tools such as surveys to better understand how students view tertiary practice, as a step towards improving overall educational quality received and perceived by those students.
2. Students appear to report positive overall ratings in courses with an exciting delivery style, where class discussions are regular, and interesting content that keeps them engaged and thinking about what is being said during class.

PRESENTER BIOGRAPHY

Mohamed is an emerging scholar in the field of educational psychology, currently a research fellow at the University of Auckland's Faculty of Education and Social Work. His research areas include tertiary learning environments, academic motivation, and student self beliefs.

Geoff SCOTT
Western Sydney University

Oral, 40 mins

Thursday, 2.45pm-3.25pm, Room E7

Preparing work ready plus graduates for an uncertain future

In this presentation, Emeritus Professor Geoff Scott will discuss the key points made on preparing graduates who are work ready plus for an uncertain future in his chapter in the forthcoming book on Education for Employability.

Building on 50 years' research and change leadership in the area he will discuss why a quite new approach to learning and teaching is needed in our universities and colleges, what being work ready plus looks like in practice, the role of 'powerful' assessment, the ways to build change capable universities and academic teams and currently effective developments around the world on creating 'the new university'.

DELEGATE TAKEAWAY

Why a quite new approach to learning and teaching in our colleges and universities is now needed. What being work ready plus involves. Some examples of successful approaches to setting up the new university are and how to take these good ideas and actually make them happen.

PRESENTER BIOGRAPHY

Emeritus Professor Geoff Scott B.A., Dip Ed (Sydney), MEd, Ed D (Toronto) FACE
Dr Geoff Scott is Emeritus Professor of Higher Education and Sustainability at Western Sydney University, Australia. From 2004-12 he was Pro Vice-Chancellor (Quality) and Executive Director of Sustainability at UWS. During this time he led a range of successful external quality audits and established the UN endorsed RCE-GWS. He is a widely published author of reports and articles on change leadership, sustainability, professional capability, assuring achievement standards and quality assurance in higher education. His book Turnaround Leadership for Higher Education with Canada's Michael Fullan (2009) received the US Colleges' Bellwether Award.

He is a former director of the Australian Council for Educational Research, a Fellow of the Australian College of Education, a member of TEQSA's Panel of Experts and a higher education auditor, board member and consultant in many countries. From 2014-16 he was a National Senior Teaching Fellow with Australia's Office for Learning and Teaching. In 2007, he was the Recipient of the Australian Higher Education Quality Award.

David SJOBERG with Allan Sumner
Flinders University

Workshop, 40 mins

Thursday, 2.45pm-3.25pm. Drawing Room 1

Peranbun Kungun Yunnan

Peranbun Kungun Yunnan means Sharing Listening Talking in the Ngarrindjeri Language. This workshop will focus on teaching about Indigenous issues from an Indigenous led methodology. A narrative style of teaching will be showcased and participants will have the opportunity to discuss critical issues that impact on Indigenous peoples.

The Poche Centre for Indigenous Health in Adelaide Australia is committed to decolonising educational methodologies by addressing epistemicide through incorporating Indigenous knowledge and pedagogies into the Academy. One difficulty we encounter is the existence of a 'concrete' mind-set, along with a purely solutions-focussed preference. Another is developing appropriate teaching strategies to work with racialised student reactions that maintain student engagement and support learning. When non-Indigenous educators and students participate in teaching and learning about contentious issues such as race, inequity and injustice this type pedagogical approach is particularly poignant so as not to perpetuate a non-Indigenous cultural dominance in educational praxis. Our workshop will model/facilitate Indigenous led methodologies so that participants will be furnished with ideas and teaching strategies designed to enhance critical discussion and richer learning. Indigenous languages and practices will be showcased by an experienced Aboriginal Cultural Educator in Allan Sumner who will assist participants in entering into a Ngarrindjeri way of teaching and learning. Peranbun Kungun Yunnan is designed to take teachers and students on a journey through challenging material where everyone is supported to comprehend complexity, develop a habit of self-reflexivity and recognise Indigenous strengths, perspectives and protocols so as to decolonise teaching practice.

DELEGATE TAKEAWAY

They will take away some ideas for decolonising their teaching/learning environment informed by Indigenous led pedagogical approaches

PRESENTER BIOGRAPHY

Dave Sjoberg is an Anglo-Celtic Australian with a commitment to social justice, educating about shared histories, critical thinking and facilitating difficult conversations around white privilege. He lectures in Indigenous Health in the College of Medicine and Public Health at Flinders University in Adelaide, South Australia. Dave worked for 8 years at Camp Coorong Race Relations and Cultural Education Centre, on the Kurangk on Ngarrindjeri Ruwe where he was taught by Ngarrindjeri Elders and community in his role as a race

relations educator. Community based lived experience has helped him develop a strong human rights/Indigenous rights based approach to curriculum development, teaching Cultural Safety and research.

Allan Sumner - Allan has over 20 years experience in working for SA Government, both in the private sector and community organisations. Allan's Clinical background includes employment in organisations such as SA Health, Aboriginal Health Council SA, APOSS, City of Onkaparinga Council and Flinders University. Allan is also the Director of his own local SA business, Aboriginal Contemporary Arts (ACA), which was established in 2008 specialising in Aboriginal art, carvings, sculptures, graphic design, cultural workshops and tours, education and training. ACA cultural education is specific to the Ngarrindjeri and Kurna peoples of the Adelaide Plains, South Australia.

Rachel SPRONKEN-SMITH with Kim Brown and Romain Miroso
University of Otago

Oral, 25 mins

Thursday, 12.30pm-12.55pm, Drawing Room 1

How are we preparing our PhD graduates for careers? A comparative case study between US and NZ universities

Traditionally, doctoral study involved an apprenticeship in academia, but now PhD graduates are entering a range of careers. Yet little is known about how well prepared PhD graduates are for the careers they now enter. Even regarding academic career pathways, recent research has shown that graduates are not always well prepared for work in the academy. In this presentation, we will discuss our recent research that involved a comparative case study between the US and NZ to determine career pathways after completing a PhD, and how well prepared PhD graduates are for employment. The cases were PhD programmes at the University of Otago, NZ, and two of the University of California institutions. We first administered an online survey to PhD alumni who graduated from the 2011/12 and 2016/17 cohorts from humanities, social science and science disciplines. The survey probed their career pathways and their perceptions of their acquisition of a range of graduate attributes during doctoral study, and the application of these attributes in their workplace. Then we conducted interviews with alumni from each institution. The preliminary findings confirm that graduates from both countries are going into a range of careers, but there were different career profiles between the universities. There was broadly similar development of transferable skills sets, but some differences in the fostering of affective attributes. Although PhD alumni were overall happy with their doctoral education, they do feel they could be better exposed to a range of career options and provided with better training in transferable skills. There was a strong feeling that career and professional development planning should be embedded in doctoral programmes. Moreover, it was apparent that their needs to be bespoke development of transferable skills given the existing skill sets of PhD students, as well as the various careers that graduates may pursue.

DELEGATE TAKE-AWAY

Raised awareness of professional development needs of PhD students. Insight into some systemic issues facing doctoral students during their study, and how to combat these.

PRESENTER BIOGRAPHY

Rachel Spronken-Smith is a Professor of Higher Education and Geography, and Dean of the Graduate Research School at the University of Otago, Dunedin, New Zealand. She is Chair of the New Zealand Deans and Directors of Graduate Studies. Her research interests include doctoral education and undergraduate research and inquiry.

Kim Brown has recently completed her PhD at the University of Otago. Her doctoral research investigated what collegiality looks like in a doctoral environment. Her research interests include doctoral education, sustainability education in a tertiary environment, and community-engaged learning and teaching.

Romain Miroso is Surveys Manager at the University of Otago and Chair of the Association for Tertiary Education Management (ATEM) in New Zealand. His research interests include graduate outcomes, institutional research and tertiary education management.

Deb STEWART
EIT Hawkes Bay

Campfire, 25 mins

Thursday, 11.00am-11.25am, Drawing Room 2

Beyond Pākehā paralysis

Hāpaitia te ara tika pūmau ai te rangatiratanga mō ngā uri whakatipu
Foster the pathway of knowledge to strength, to independence and growth for future generations

Alex Hotere-Barnes describes 'pākehā paralysis' as "one of the barriers that get in the way of [non-Māori] being pro-active in the relationship with their Māori colleagues and also in supporting Māori whānau and students to success in our learning system" In my current role as Teacher Development Advisor at EIT and in a contemporary tertiary education environment which prioritises Māori learner success, I have recently been challenged to provide staff development opportunities to enhance staff capability to engage Māori learners and add value and relevance to their learning experiences. These opportunities have included the facilitation of a community of practice and provision of mentoring as part of a research project focussing on building staff capability for Māori learner success and the provision of a staff development workshop on Māori pedagogies and the implementation of these in practice. Edgy territory for a pākehā! Who am I to deliver this professional development? What do I really know about te ao Māori and Māori pedagogies? Can I do this topic justice for Māori?

This offering is about creating a shared discussion space for those who are experiencing, or have experienced, 'pākehā paralysis' and identifying ways of moving beyond the paralysis to become proactive in supporting our Māori colleagues, Māori whānau and Māori learner success.

DELEGATE TAKE-AWAY

New found courage and strategies for engaging with Māori and te ao Māori

Renee STRINGER
Otago Polytechnic

Oral, 25 mins

Thursday, 12.30pm-12.55pm, Room E7

Assessing Assessment: challenging the system by giving students agency to assess themselves

In the current education environment, we are actively encouraged to develop learner autonomy and a set of soft skills that are future focused and transferable into multiple life and workplace contexts.

This presentation explores why the system should support students at certificate level and beyond to make self-reflective judgements and assess themselves. A case study is presented which outlines the successes, failures and the pushbacks experienced of embedding self-assessment practices within a certificate level Food and Beverage programme at Otago Polytechnic. This presentation is for anyone interested in alternative teaching and learning practices that move beyond the formal curriculum and introduces students to the possibility of developing autonomy within the education system. It is for educators curious enough to challenge traditional systemic andragogic assessment practices. It is for those who wish to enlighten students' perception of the education system so that they may be open to personal and soft skill development as they move towards being a lifelong learner.

DELEGATE TAKEAWAY

- Student response to being given agency over assessment
- Understanding of self assessment process
- Process of developing and implementing self assessment practice

PRESENTER BIOGRAPHY

I work as a lecturer with the food design institute at Otago Polytechnic. With a background in social services (specialising in career practice) I am particularly interested in how we can develop capability within the students I engage with. My particular interest with this project was to look at ways I could use student-centered assessment tools to at the very least enlighten students around a tertiary education system which is often new and unknown to the students I interact with. With between 50-70% of my students move into higher education after the first year of graduating from my programme it is hoped that these approaches assist students in developing agency with their future studies as well as empower them in the understanding that they are capable within the system we work and play within.

Jane TERRELL
Massey University

Oral, 25 mins

Thursday, 11.30am-11.55am, Room E8

Koru Mindfulness: a NZ debut

I am the first certificated NZ teacher of the US-based “Koru Mindfulness” programme (Rogers & Maytan, 2012), developed at Duke University North Carolina and currently offered by over 500 teachers in more than 100 universities throughout 10 countries. Over 10,000 students worldwide have now participated in this unique evidence-based programme designed for university students. In four 75-minute classes, students learn practical skills that help them manage their stress and open their minds. For the last three years I have had full responsibility for design, delivery, assessment and evaluation of the programme at Massey University, and am also mentoring NZ’s second Koru teacher, my colleague who is a counsellor with the university’s Centre for Health & Counselling. In addition I am advising the course’s founders on the upcoming online version of the programme being developed in collaboration with Arizona State University. While staying true to the content and general design of the programme, I have successfully adapted it to my own institutional context and introduced innovations that have been fully supported by the course’s founders.

Apart from its increasingly well known benefits for self awareness and enjoyment of life, mindfulness training has been shown to improve academic achievement (Rogers & Maytan, 2012). The Koru Mindfulness training programme has been shown to improve stress management, psychological well-being and metacognitive skills, thus enhancing the student learning experience and facilitating student progress (Greeson et al., 2014). At Massey University over the last three years, teaching and professional staff report similar improvements have enhanced their experience in learning support and teaching.

In this short presentation I share key elements of the course, our experience with it in the NZ context, and information for those who wish to investigate Koru Mindfulness teacher training for themselves or their institutions.

DELEGATE TAKEAWAY

How a highly successful evidence-based mindfulness programme can improve academic achievement and enhance learning and teaching, and how this can be introduced to an institution.

PRESENTER BIOGRAPHY

Jane Terrell is a Teaching Consultant with the National Centre for Teaching and Learning at Massey University, with extensive experience in educational development in all sectors of NZ tertiary education.

Kristin TURNBULL with Sonal Bhalla
University of New South Wales

Pecha Kucha Presentation (6 mins 40 secs)

Friday, 11.15am-11.40am, Room E7

Transforming teacher development at UNSW

In 2015, UNSW, a research intensive university, launched the 2025 Strategy with a strategic focus on Educational Excellence aiming to improve teaching practices and the student experience. In 2017, the Academic Development Services team redeveloped the existing Foundations of University Learning and Teaching (FULT) professional development teaching program into three MOOCs, in response to the growing emphasis on the delivery of online courses in Higher Education and the 2025 Strategy. The aim of this initiative was to offer greater flexibility for academic staff, build capability in online learning and provide access to a global audience of higher education practitioners. The first two iterations were integrated with on-campus face-to-face sessions to enable UNSW staff to share their learning and teaching experiences in a cross-disciplinary environment. The three MOOCs specifically focus on the topics of Student Learning, Educational Design and Enhancing Learning and Teaching and are now currently in their third offering on the FutureLearn platform. This presentation will highlight the benefits and the complexities of developing and delivering large-scale professional development programs online. It will also showcase the potential of this model for delivering large-scale professional development to build staff capability in blended and online learning.

DELEGATE TAKE-AWAY

The opportunities and challenges of delivering large scale professional development courses for academic staff.

PRESENTER BIOGRAPHY

Kristin Turnbull is a Continuing Professional Developer in the Academic Development Services Team at UNSW. With a background in TESOL teaching and teacher training Kristin is interested in learning and teaching in higher education with a specific focus on the design, development and facilitation of professional development programs and activities for teaching staff. Kristin's work is underpinned by her belief that there is no one right way to teach.

Sonal Bhalla is an Academic Career Developer in the Academic Development Services Team at UNSW. Sonal's areas of interest are in curriculum design, assessment and exploring innovative use of educational technologies to create effective learning environments. Sonal provides support and advice on the design, development, implementation and quality assurance of Academic Development initiatives and programs for staff across UNSW. Her background is in primary school teaching and educational design and development in higher and professional education.

Jane VENIS
Otago Polytechnic

Workshop, 55 mins

Thursday, 4.00pm-4.55pm, CNRE Comp Suite (Level 2)

Drawing to connect

If you think drawing is a scary business this is the workshop for you. Anyone can enjoy drawing if the atmosphere is relaxed and the tasks fun and attainable. In this workshop I will introduce two very different types of drawing in non-threatening formats that you may use for group building in your own teaching. They are:

1. Blind contour drawing - a humorous approach to learning to observe and draw each other.
2. Drawing to music -where the music guides the marks you will make and colours you may choose. We will work with a range of styles and see what develops. Some drawing materials will be provided but please feel free to bring your own. I will play some live music for part of the second part of the session.

DELEGATE TAKEAWAY

A practical workshop where people will learn that drawing can be fun using a range of ice-breaker exercises that require no previous skill. All that is needed is openness to new ideas and a spirit of adventure.

PRESENTER BIOGRAPHY

Jane Venis is a multi-media artist, musician and writer. Her studio practice focuses on the absurdities and concerns of contemporary popular culture which is expressed through the making of objects, video, sound and performance works. She has recently been involved in a collaborative performance drawing project in South Korea at the CICA museum in Seoul. Jane teaches in undergraduate and postgraduate programmes in the College of Art, Design and Architecture at Otago Polytechnic in Dunedin. She loved to facilitate active hands-on learning. She has an MFA from the Dunedin School of Art and a PHD in Fine Arts from Queensland College of Art, Griffith University, Australia.

Anne-Maree WARD
UC International College

Oral, 25 mins

Thursday, 12.00pm-12.25pm, Room E5

Ensuring International Student Learning Success; Navigating the New Zealand Tertiary Context

In the New Zealand tertiary education sector, the learning journey or “learning to learn” is valued as much as the end result. When teaching international students, sometimes this pedagogical approach is at odds with their previous learning models and context. This presentation centres on an exploratory project currently being undertaken at UC International College that aims to develop a learning model focused on the student’s learning journey and awareness of self, rather than on assessment outcomes. The project began by deconstructing how the students attending UC International College were approaching their learning. Drawing on a holistic approach, gaps in critical learning skills that the students needed to be successful in a New Zealand tertiary learning environment were identified. Learning resources were introduced to help students continually self-reflect on their learning progress, and address the gaps in critical learning skills. Findings to date show students are taking greater responsibility for their own learning process, as well as enhanced assessment success. An unexpected outcome has also been higher levels of student-initiated discussions with teachers about their own learning. In this presentation I will discuss the holistic approach taken, observations and exemplars of the resources that are being used.

DELEGATE TAKE-AWAY

- An insight into how reflective practice has been integrated into a tertiary course to assist learners to develop self-management skills.
- Ways that teachers can use student-centred resources to help students take responsibility for their own learning

PRESENTER BIOGRAPHY

Teaching at UC International College for the last four years - focusing on stage 1 Marketing & Management subjects preparing students to enter Year 2 of commerce degrees at University of Canterbury. Extensive experience in corporate management and marketing roles, I enjoy bringing my real-world experience into the classroom.

Keith WILLEY with Anne Gardner, Tania Machet
The University of Sydney

Oral, 25 mins

Thursday, 11.00am-11.25am, Room E8

I feel incompetent and it's your fault

The higher education sector has championed blended learning activities to engage students and improve education. There is also impetus for more authentic learning and assessment. Professional practice is often complex, requiring practitioners to exercise their judgement, manage multiple possibilities, competing demands and having to make assumptions in determining solutions. These solutions often have remaining uncertainty that may only be resolved, if at all, in retrospect after implementation. Hence, to authentically develop professional practice skills, students need to learn to manage complexity.

Many students struggle with more independent approaches to learning, having become accustomed to expecting specific guidance being told what to think, learn and do. They often resist learning that stretches them as it challenges their feelings of competence, inhibiting their learning motivation (Self-determination Theory) and interest in engaging with these learning activities.

Boud argues that learning is socially and culturally constructed by the learner. But a social construction requires a language allowing students to think about, understand and discuss their learning. We propose that students often blame others, often instructors, for their own learning shortcomings or feelings of incompetents because their available learning language restricts their capacity to understanding, evaluate and address issues with their learning. In this presentation we introduce two initiatives embedded in the engineering program at the University of Sydney to address this issue.

1. Students in first year are introduced to learning theories (constructionism), metacognition and affective processes including self-efficacy and agency. Pre-work research activities and student personas are used to investigate, understand and provide a context to use these terms. In tutorials personas and role-plays are used to further develop student's language and to explore and discuss different approaches, behaviours and responses to learning. Subsequently, students in an assessed portfolio reflect on their own learning and develop including their plans to take action to address any identified areas of development.

We found this language contributes to improving student's feelings of competence (or reduces feeling of incompetence that result from not be able to describe or understand what one is experiencing) and hence their learning motivation. We also found the importance of introducing these activities in students' first year of university to facilitate deeper engagement, for them to accumulate more benefit and to embed sustainable changes in student's learning culture.

2. The introduction of a complexity learning framework and language for instructors (to scaffold, articulate and model learning methods and expectations and convert their tacit understandings to explicit explanations), students (to be able to discuss, evaluate their competence and understand their learning) and for instructors and students to co-construct the expected academic standards.

Early feedback suggests that the framework and language will improve students feeling of competence by allowing them to understand, evaluate and monitor their learning with complexity. While instructors have said that the framework and language has helped them to appreciate what students may be experiencing and provided them a language and method to better facilitate their tutorial activities.

DELEGATE TAKE-AWAY

Importance of language, frameworks and context for students to feel competent, motivated and to understand, discuss, evaluate and address issues with their learning

PRESENTER BIOGRAPHY

Associate Professor Keith Willey is the Director of the Integrated Engineering Program and Co-director of the FEIT Educational Innovation Unit at the University of Sydney. He is an Australian Learning and Teaching fellow and Principal Fellow of the Higher Education Academy. He has received an Engineering Australia excellence award, and awards for both teaching and research from the Australasian Association for Engineer Education. He began his academic career after 20 years in industry. In the area of education, Keith's research interests include the learning and assessment associated with working collaboratively and in teams, developing student's judgement and professional identity, the impact of assessment, self and peer review, collaboration, feed-forward and learning language on student's competence, motivation, learning and development.

Lyn WILLIAMS, with Mandy Gould and David Weir,
Ara Institute of Canterbury

Campfire/panel, 40 mins

Thursday, 2.45pm-3.25pm, Drawing Room 2

Teachers observing teachers

The most important purpose for teaching improvement activity is to promote teacher learning - in order to improve experiences and outcomes for learners.

Ara Institute of Canterbury teachers have been involved in observing and providing feedback to colleagues for the last 2 years. This informal session will include members of the Ara team sharing their experiences and learning, and facilitating discussion about observation as an improvement strategy: What improves through observation? What have been some intended and unintended outcomes at Ara? When and where and how can teaching and learning be observed?

DELEGATE TAKE-AWAY

A range of ideas of how teaching observation could be of value to teachers and observers in the journey towards excellent learner experiences

PRESENTER BIOGRAPHY

Ara observers team consists of teachers from across vocational areas and campuses
Lyn Williams, Manager, Academic Capability Development, Ara Institute of Canterbury
Mandy Gould, Manager - Hairdressing and Beauty, Ara Institute of Canterbury
David Weir, Principal Lecturer, Department of Computing, Ara Institute of Canterbury.

Marc WILSON
Victoria University of Wellington

Pecha Kucha Presentation, 6 mins 40 secs

Friday, 11.15am-11.40am, Room E7

Student demonstrations (of the good kind)

The title is supposed to bring to mind passionate, committed young people, standing up for matters of principle. I spend a fair bit of time standing as well, in front of large classes of first-year students, and in spaces that are monuments to a time in which nobody could imagine ways of teaching that don't involve shouting at large groups of bored students. If I had to do it all the time, I'd get bored too. Here I shall take you on a whirlwind tour of some of my efforts to engage students through in-class demonstrations: Leveraging the fact that I teach multiple streams of the same course to mess with their heads, wearing fake nose piercings for days in a row, electrocuting myself, and showing my psychic powers, to name a few and all in service of learning. Just like Powerpoint, though, demonstrations can be counterproductive if not used with an awareness of how they can facilitate, or hinder, student learning. I'll give you my (evidence-based) prescription for fun and learning.

PRESENTER BIOGRAPHY

Marc Wilson went to Victoria University straight from secondary school and has never left. After several years of abject failure, he discovered two things: Don't do things you don't enjoy, and psychology is really enjoyable. He has taught psychology at all levels from pre-degree to PhD, has acquired increasingly grey hair from a time spent in academic administration (as Head of Department, Associate Dean), and also finds some time for research. At the moment his research focuses on why people, particularly young people, deliberately hurt themselves.

