



SYMPOSIUM, 2015

26 & 27 November

The Brentwood Hotel, Wellington

WITH THANKS

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



WELCOME FROM THE PRESIDENT

Kia ora koutou

Welcome to this year's Ako Academy symposium, especially to new members and to those who are here for the first time. And of course, to everyone who is returning. It is really good to see the symposium so well supported, and to have colleagues here from all over the country.

We have a different style of programme in most years, and after the workshop theme for 2014, this time we are focusing on members' presentations. And it looks as if we will be in for some treats! There are lots of things that I am looking forward to. And there will be plenty of opportunity for active participation, open discussion and meeting new and old friends.

The Academy executive is very grateful to Tony Zaharic, who has put the programme together and taken on the task of leading the meeting. We would never have got here without the organisational skills of Amy Fitzgerald, who makes sure everything goes well behind the scenes. And we very much appreciate the financial support of the Board of Ako Aotearoa, and that some Board members are joining us for the meeting.

Eric Pawson
President



PROGRAMME DAY ONE / THURSDAY, 26 NOV

TIME	SESSION	ROOM
9.00am	Registration, tea and coffee	Kauri Room
10.00am	Mihi Whakatau Welcome from the President, <i>Eric Pawson, University of Caterbury</i>	Kauri Room
11.00am	Plenary Presentation Ngā kura huna o te pō – the hidden secrets of the dark <i>Karyn Paringatai, University of Otago</i>	Kauri Room
12.30pm	Lunch	
	Kauri Room	Totara Room
1.30pm	Lateral Spread <i>Paulo Robinson, CPIT</i>	A quest for the perfect formative assessment <i>Charles Fleischmann, University of Canterbury</i>
2.05pm	Virtually there? Transporting students to the field through music and images <i>Warwick Murray, Victoria University of Wellington</i>	It seems to help, but why? <i>Tony Zaharic, University of Otago</i>
2.35pm	Reflection, discussion and writing wall	Kauri Room
3.00pm	Afternoon tea	
	Kauri Room	Totara Room
3.30pm	Using video to improve learning of skills, knowledge and dispositions <i>Selena Chan, CPIT</i>	Doctoral education - is it well aligned? <i>Rachel Spronken-Smith, University of Otago</i>
4.05pm	NB: participants to this session must bring their own tablets	Supervision at the 'coffice' - Taking dialogue with post-graduate students into cafes <i>Robin Kearns, University of Auckland</i>
4.40pm	Plenary Presentation An exploration of science lecturers' views on quality teaching in science at university <i>Zoe Jordens, Massey University</i>	Kauri Room
5.10pm	Reflection, discussion and writing wall	Kauri Room
5.30pm	Cash Bar	Hotel Bar
7.00pm	Dinner for Academy, guests and friends	Kauri Room

TIME	SESSION - <i>All sessions are held in the Kauri Room</i>
8.30am	The tertiary landscape <i>Peter Coolbear, Ako Aotearoa</i>
9.30am	The outward looking face of the Academy <i>James Patterson, Bay of Plenty Polytechnic</i>
10.00am	Looking back at 50 years of Māori education <i>Angus Hikairo Macfarlane, University of Canterbury</i>
11.00am	Morning tea
11.30am	Māori and Pacific student success: How tertiary institutions can make a difference <i>Elana Curtis, University of Auckland</i>
12.00pm	First in family and the recognition of non-traditional cultural capital in first year tertiary learners: A NZ/UK comparison <i>Margaret Henley, University of Auckland</i>
12.45pm	Reflections, discussions and writing wall
1.00pm	Lunch
2.00pm	Many faces of academic life: The adventures of Pinocchio and his friends while navigating through a neoliberal university <i>Ksenija Napan, Massey University</i>
3.00pm	Academy Hour Members feedback Poroporoaki
4.00pm	Close and farewell

PRESENTATION ABSTRACTS

Ngā kura huna o te pō – the hidden secrets of the dark

Dr Karyn Paringatai, University of Otago

(karyn.paringatai@otago.ac.nz)

Thursday 26 November, 11am, Kauri Room.

On 21 April 2012, the hidden secrets of the dark manifested themselves in ways that would not only test my students' abilities but also their faith in me as a teacher. I had no idea what I was doing, but my students just went with it anyway. I turned the lights off in the classroom and forced them to learn and retain information by listening only. Their trust in me has transformed my life in ways that I never expected it to. This presentation will look at how winning the Prime Minister's award has enabled transformational change to occur within my classroom and the effects of this on others.

Lateral Spread

Paul Robinson, CPIT (robinsonp@cpit.ac.nz)

Thursday 26 November, 1.30pm, Kauri Room.

Paulo has just returned from a one year sabbatical walking across Spain (Camino to Santiago de Compostela) and eating his way around Italy. Before he left, he completed a degree...A Bachelor of Culinary Arts at Otago Polytechnic with Associate Professor Richard Mitchell (PhD). As part of that learning process an examination of what happened in Christchurch New Zealand after the 2010 & 2011 earthquakes was explored. This passionate presentation is the results of 3 case studies involving people who lost their livelihoods during the earthquakes (one of whom lost his home, lost his son tragically, and lost his restaurant business). There are some poignant and very moving moments as people tell their stories, and we view life long learning which provides us sometimes with challenges we never ever expected! This presentation shows how a co-operative learning project can enhance learning, and case studies based on real life experiences can make a difference in teaching and learning. "It's not all about the food!"

PRESENTATION ABSTRACTS

Virtually there? Transporting students to the field through music and images

Warwick Murray, Victoria University of Wellington
(Warwick.Murray@vuw.ac.nz)

Thursday 26 November, 2.05pm, Kauri Room.

Field study is an integral part of a number of social and physical sciences disciplines. This is especially the case in global-centred studies, where in some ways fieldwork absolutely defines study. The pedagogic benefits of immersion through fieldwork are many - leading to moral, emotional and physical stimuli to learning. It builds relationships, empathy and, crucially, is enormous fun. But traditional fieldwork is under threat on a range of fronts. What can we do about this? How can we transform and transpose the lecture theatre experience to transport our students to the field. In this presentation I share four teleportation strategies I have developed in my own lecturing and suggest a research agenda for the future

A quest for the perfect formative assessment

Charles Fleischmann, University of Canterbury
(charles.fleischmann@canterbury.ac.nz)

Thursday 26 November, 1.30pm, Totara Room.

For more than a decade I have been on a quest for the perfect formative assessment that will motivate the students and assist them in their learning. Like most engineering courses, homework, tutorials, quizzes, and labs have all been used in an attempt to motivate students learning. Yet the traditional use of these common methods had failed to engage many of the students, especially those that have the greatest need for assistance. This presentation will focus on a multifaceted approach that coordinates homework, online assistance, quizzes, and tutorials in a structured way, so that students that truly need tutorial support can easily get the assistance they need. Students that need only minor support can use the online homework tutor, which provides progressive assistance with the weekly homework problems, and is available 24/7 through the learning management system. This multifaceted approach has evolved over a number of years and has been inspired by the belief that most students would rather not attend tutorials if they can find the help they need through other means prior to the tutorial. To this aim, attendance at the tutorials is not compulsory and the weekly homework is assessed through online quizzes that randomly select two of the four homework problems for the weekly quiz. This approach frees-up the tutors to assist the students with the greatest needs.

PRESENTATION ABSTRACTS

It seems to help, but why?

Tony Zaharic, University of Otago (tony.zaharic@otago.ac.nz)

Thursday 26 November, 2.05pm, Totara Room.

Students, like all of us, prioritise their (learning) activities (in part) based on temporal and effort-reward variables. This is exacerbated when students are undertaking high-stakes courses, where level of performance determines entry into restricted access programmes. In these circumstances, academic ideals need to be aligned with the students' reality. This is not a tail wagging the dog scenario, but recognition of a real dynamic. In recent years we have introduced more formative components into a large-class paper, which is part of a course that selects for entry into health professional programmes. We did this for all of the classic reasons, and anecdotally it has led to learning behaviours we would consider positive. It seems to have helped with performance on summative tasks. Largely, this is unsurprising, but the "real" reasons for the positive effects, and the magnitude of the effect size for any reason is unclear. But does that matter? Are there dangers in being happy with a "positive" effect but not knowing why? Our interventions and these questions will be discussed.

Using video to improve learning of skills, knowledge and dispositions

Selena Chan, CPIT (Selena.Chan@cpit.ac.nz)

Thursday 26 November, 3.30pm, Kauri Room.

This workshop reports on and provides hands on experiences, from the learnings at CPIT from a series of projects deploying Windows Surface RT tablets into vocational learning environments. The video capability of tablets is used to improve the learning of skills and dispositions across a range of discipline areas including nursing, outdoor education, hospitality and office administration. Videos were used to form the basis for students and tutors to provide feedback. In turn, skills and dispositional learning was accelerated, with students learning important aspects of judgment pertinent to the occupation they were preparing themselves for. Recommendations, as derived from the projects, are provided to assist with the deployment of this form of mobile learning.

PRESENTATION ABSTRACTS

Doctoral education - is it well aligned?

Rachel Spronken-Smith, University of Otago
(rachel.spronken-smith@otago.ac.nz)

Thursday 26 November, 3.30pm, Totara Room.

In recent years aspects of the nature of doctoral education have undergone substantial change. For example, the learning outcomes for doctoral candidates have expanded considerably in response to the desire for graduates to have a wider skill set, well equipped for a range of jobs beyond academia. We draw on John Bigg's theory of 'constructive alignment', in which the learning outcomes should be well aligned with the teaching and learning methods and the assessment regime. We argue that the traditional PhD programme may be out of alignment because although some programmes have provided more structured teaching and learning activities geared to generating a wider set of graduate outcomes, most remain focused on disciplinary knowledge and developing research skills. Moreover, the assessment has remained the same, narrowly focussed on a written thesis and, in some cases, an oral examination. In this interactive session we discuss the application of constructive alignment to doctoral education. We pose questions such as 'are the current models of doctoral education preparing PhD graduates well for academic and research careers?' and 'how well are doctoral graduates prepared for wider careers in government, business and other organisations?' Moreover, we consider whether we should be assessing the main desired outcomes, or could these be developed in a formative portfolio approach? We plan to explore the implications for doctoral education – particularly teaching methods and assessment – if we were to align the curriculum to the desired graduate outcomes.

Supervision at the 'coffice' - Taking dialogue with post-graduate students into cafes

Robin Kearns, School of Environment, University of Auckland
(r.kearns@auckland.ac.nz)

Thursday 26 November, 4.05pm, Totara Room.

In his book *The Great Good Place*, Ray Oldenburg argues for the significance of 'third places' – neutral sites of social interaction that lie between the intimacy of the home and formality of the workplace. For Oldenburg, the café was a quintessential third place. What are the possibilities, challenges and benefits of café's as sites of postgraduate supervision? I argue that the academic office, is a site of not only reproduction of a discipline, but also of a space in which individuals can be disciplined and made to feel inferior. This performance of power can be tacit and unintentional (e.g. through the expert's occupation of the more prominent chair, the presence of an intimidating array of books) as well as explicit (the space in which a student's academic performance is discussed). As a counter to the resultant master-novice dynamics, taking supervision out of the office (a second place) and into a third place (e.g. a café) holds potential to diffuse power dynamics and promote more candid communication between incipient colleagues. I draw on observations from my practice of taking supervision into cafes as well as comments from students themselves. I conclude that dispersed settings for supervisory dialogue can potentially enrich communication, and reduce distraction and perceptions of hierarchy.

PRESENTATION ABSTRACTS

An exploration of science lecturers' views on quality teaching in science at university

Zoe Jordens, Massey University (Z.Jordens@massey.ac.nz)

Thursday 26 November, 4.40pm, Kauri Room.

There is an apparent disparity between professional scientific laboratory practice in biotechnology, medical and other fields, and observed undergraduate teaching in universities. This prompted an exploration of what is considered quality teaching in science by Tertiary Teaching Excellence Award (TTEA) winners in science and university science lecturers.

The first phase of this study sought views from an 'expert' panel of TTEA winners in science using the Delphi method.

Although often used to determine consensus, the Delphi method also can be used as an exploratory tool to collect the breadth of views on a topic. The Delphi study used three rounds with open questions in round one, and a rating scale (strongly agree-strongly disagree) for feedback on statements developed from the initial responses, in round two. In round three, the combined feedback was sent to participants together with statements about quality teaching revised in light of the feedback received. These formed the basis of the survey for science lecturers.

The main themes identified in the Delphi study are authenticity and connection, critical thinking, interactive teaching, reflective practice, scientific process, motivation and New Zealand context. These findings suggest that TTEA winners view quality teaching in science similarly to guidelines for good practice in tertiary education literature, with the addition of the discipline-specific 'scientific process'.

The second phase of the study will explore the views of university science lecturers, and add these to those of TTEA winners, to develop a view of quality teaching in science in higher education from within the discipline, that can be used as a basis to inform teaching practice and enhance student learning in science.

PRESENTATION ABSTRACTS

Looking back at 50 years of Māori education

Angus Hikairo Macfarlane, University of Canterbury
(angus.macfarlane@canterbury.ac.nz)

Friday 27 November, 10.00am, Kauri Room.

The growing recognition of Māori education approaches and ways of knowing can be seen both as a response to the erosion and loss of traditional knowledge philosophies through the processes of colonialism and internationalism, and as a means of reclaiming and revaluing Māori language, identity and culture. Across the sector, improving the educational success of Māori learners and their whānau contributes to ensuring that the goals identified as being critical for Māori advancement, are accomplished. This paper explores the last 50 years of education provision for Māori, starting with historical touchstones that have influenced the recent past, a critique of the recent past itself, and observations of the present cultural drivers — those that harbour promises of a modern story that is authentically inclusive, and responsive to local and global obligations.

Māori and Pacific student success: How tertiary institutions can make a difference

Elana Curtis, University of Auckland (e.curtis@auckland.ac.nz)

Friday 27 November, 11.30am, Kauri Room.

This presentation will draw on learnt experiences from Māori and Pacific student recruitment, retention and support associated with the University of Auckland's Vision 20:20 initiative. Key initiatives have included a Māori recruitment programme working with secondary school students and indigenous communities, the provision of a year-long bridging/foundation programme targeted to the learning and pastoral needs of Māori and Pacific students, a student admissions process that incorporates a Multiple Mini Interview to identify the best starting point for academic success (as opposed to selecting students in or out) and a comprehensive student support programme operating across the Faculty of Medical and Health Sciences for Māori and Pacific students.

PRESENTATION ABSTRACTS

First in family and the recognition of non-traditional cultural capital in first year tertiary learners: A NZ/UK comparison

Margaret Henley, University of Auckland (m.henley@auckland.ac.nz)

Friday 27 November, 12.00pm, Kauri Room.

Teaching and Learning practices differ between disciplines, resulting in distinct boundaries between languages, social practices and pedagogies. Academics, often rightly, believe they are providing their students with the content knowledge and discipline specific skills required to understand and successfully negotiate these boundaries. However, learning pedagogies and the spaces within which we teach are layered with assumptions which draw on a specific set of cultural knowledge. Should students struggle within this framework it is more likely to be seen as a 'lack' on the part of the learner rather than an aspect of teaching practice that needs to be addressed.

Students who come to tertiary institutions through schemes aimed at 'widening participation' are less likely to have an inherent understanding of the 'preferred culture' (Bourdieu 1986) through which to achieve academic success. Within this group, those who are First-in-family are even more likely to fall foul of programmes which do not allow more alternative perspectives to be incorporated. UK universities have been developing 'widening participation' strategies over many decades although Specific First Year Experience programmes are not common. Culturally specific support programmes such as Tuakana, despite significant ethnic populations in some universities, are not featured in these strategies. This discussion draws on my recent UK visit engaging with academics and professional staff working in transition and first year tertiary study programmes. It also draws on my experience five years on as Academic Director of the Faculty of Arts FYE programme at the University of Auckland.

Many faces of academic life: The adventures of Pinocchio and his friends while navigating through a neoliberal university

Ksenija Napan, Massey University (K.Napan@massey.ac.nz)

Friday 27 November, 2.00pm, Kauri Room.

In this workshop, participants will have a chance to play with an old story by Carlo Collodi written in 1883, and explore its relevance as an allegory for a neoliberal university. Main characters in the story will serve as metaphors for current academics dilemmas and questions: Do we need a public university, corporatized university or something else to bring forth the world?

Are academics in Aotearoa really critics and conscience of society, and what happens when we are?

How can creativity and innovation flourish within academia?

How did we end up in a whale?

Do main characters have a power to retell the story?

As an outcome of this workshop we will intend to co-create an alternative story that we, as Ako Academy members would love to be part of.

Entry requirement: re-read (or watch) any version of Adventures of Pinocchio before coming to the workshop using it as a metaphor for New Zealand Universities, not suitable for people without a sense of humour and ability to laugh at themselves.



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