

Tertiary Education Research in New  
Zealand (TERNZ) 2018  
Conference Proceedings

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## Contextual academic development through the lens of Bourdieusian practice theory

Mohammad Taqi Amini  
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### The Research

Higher Education institutions are under pressure to do more with fewer resources, of which one impact, among many, is that academics are being asked to do more. Academic developers (AD) are being tasked to enable academics to cope with these increasing demands. They have mobilized a number of theoretical frameworks to conceptualise this task. One such framework is practice theory. In my research, I draw on the habitus concept from Bourdieusian practice theory to understand AD as a practice that is contextual, that is, alert to not just its institutional context, but also its cultural, disciplinary and individual context. Habitus consists of durable dispositions that are the product of individual and collective practices. In my research, I use a case study methodology and narrative interview method to explore how academic habitus, in particular, is produced by contextual transformation. Put simply, I understand contextual academic development to be the development of academic habitus.

### Why this topic is important

Both structure and agency play an important role in how academics respond to their development needs. In other words, practice theory, in particular, Bourdieusian practice theory that focusses on habitus, can enable researchers to explore the role of the context (institutional, contextual, disciplinary and individual context) on academic development, and consider it not only in the formation of policy at national and institutional level, but also in the advice they offer to academic developers and academics.

### How the session will be run

The session will start with a presentation on how habitus informs academic development and what I have found in my research. Then I will facilitate a group discussion on how Bourdieusian practice theory and its main conceptual framework, habitus, can best be applied to academic development and research on academic development.

The detailed breakdown of the session is as follow:

- PowerPoint presentation to introduce the conceptual model, 10 minutes,
- Split to groups on how the conceptual model helps them understand their own practice, share relevant experiences, and comment on the model. The questions that the group needs to answer are, but not limited to:
  1. How do you see your practice through the lens of this conceptual model
  2. What are your comments on the model based on your experience and understanding,
- Sharing the group discussion to all, and
- Final remarks and conclusion.

## **Authentic assessment: Measuring graduate profile learning objectives while reducing student assessment anxiety**

Erik Brogt and Valerie Sotardi,  
University of Canterbury

### **The Research**

As part of the financial support package from the Crown following the Canterbury Earthquake Sequence, the University of Canterbury committed to implementing a new graduate profile, based on five 'pillars':

1. Critically competent in a core academic discipline
2. Bi-culturally competent and confident
3. Employable, Innovative and Enterprising
4. Engaged with the Community
5. Globally aware

The implementation of the graduate profile is underway, and aims to 'infuse' the attributes in the curricula, rather than have them tucked away in an 'add-on' course. Staff are encouraged to change assessment practices to measure students' progress in meeting the graduate profile attributes in a way that is authentic to both students and the disciplines. In this process of modifying assessments, we wish to bring in the findings of two research studies (Sotardi & Brogt, 2016; forthcoming), which examined common student issues with assessment in first year, and student assessment anxiety in the transition from high school to university. These studies identified (assessment related) barriers for student success at university, and identified ways in which students, teaching staff and university processes can facilitate a smoother transition from the high school assessment regime to the university one.

In this session, we seek feedback from TERNZ participants on strategies and ideas to implement the assessments for the new graduate profile. We wish to get to a place where students are assessed in a manner authentic to them, their future (career) paths, authentic to the discipline, authentic to the graduate profile, and which reduce student assessment anxiety.

### **Why this topic is important**

The situation at the University of Canterbury is not unique; implementation of graduate profiles is a relatively common task faced by teaching staff and academic developers in universities across the world. While common, the process is by no means straightforward, with many logistical, definitional, and educational change management challenges (e.g time constraints, metrics for success, staff resistance, internal managerialism and external accountability pressures to name but a few). Authentic assessment practices aligned with graduate profile outcomes likewise are not unique, but the combination with assessment practices that reduce student assessment anxiety is, as research into student assessment

anxiety in the New Zealand university sector is relatively recent. A smooth integration of graduate profiles, authentic assessment, and assessment that helps to reduce student anxiety is pertinent and timely. Student assessment anxiety can be expected to increase in the coming years as the impacts of the governments Free Fees policy start to manifest itself (in particular around enrolment of students who would not otherwise have attended university).

#### How the session will be run

The session will start with outlining the situation at the University of Canterbury, with its challenges to implement and constructively align a new graduate profile, and the drive to use authentic assessment practices. We will also briefly outline the results of our work on student issues with assessment in first year and student assessment anxiety. We will discuss the merits and drawbacks of the various strategies that can be used to bring about institution-wide change. The bulk of the session will be spent in discussion with and among the participants on what we as tertiary institutions can learn from one another's practices and strategies. In particular, we are interested in the educational change management and academic development sides of this process. Outcomes of the session ideally would include generic and transferrable strategies for successful implementation of authentic assessment in a graduate profile.

## Micro-credentials in tertiary education: Developing a research agenda

Erik Brogt  
University of Canterbury

### The Research (250 Words)

In March 2018, NZQA issued a discussion paper about the creation of a micro-credential scheme in New Zealand, aimed at the vocational sector. Micro-credentials are stand-alone modules, and have clear applications beyond the vocational sector, for example in continuing professional development in a number of higher education areas. Following submissions from the tertiary sector and subsequent amendments and revisions by NZQA the system went live on August 22 (<https://www.nzqa.govt.nz/about-us/news/micro-credentials-system-launched/>). Tertiary institutions can now apply to have micro-credentials approved. In this session participants will discuss and consider the potential impacts, challenges, and opportunities of introducing formal micro-credentials in the tertiary sector. Particular attention will be paid to the implications of the policy for strategic and operational change in tertiary providers.

### Why this topic is important (250 words)

The introduction of approved micro-credentials in New Zealand has the potential to significantly impact the tertiary sector in New Zealand, in both predictable and unpredictable ways. The implications for the higher education sector are as yet not quite clear. As such, the development of a robust research agenda on the topic of micro-credentials is both timely and relevant in the tertiary education space in New Zealand.

### How the session will be run (200 words)

In the first ten minutes of the session I will outline the NZQA's original discussion paper, the amended documentation and finalised micro-credential scheme in light of the submissions received. Participants will be able to add their own knowledge and questions to this plenary part, so that all colleagues present have as much knowledge about the scheme as possible. The remainder of the session will be spent discussing the research areas, research priorities, and potential research study designs in the context of micro-credentials in New Zealand tertiary education, with a (slight) focus on the higher education sector, as there is currently less clarity regarding the implications and impacts of micro-credentials on this area of the sector. The facilitated discussion will focus on what sort of research questions we can ask in this area, and, time and some form on consensus permitting, how such studies could be set up. Areas may include: strategic considerations implications at sector, sub-sector and institution level, international providers, target audiences, goals and structure of micro-credentials in a higher education context, implementation and evaluation, quality assurance, policy and link to other

initiatives such as Free Fees, student outcomes and student experiences, and collaborations between institutions in different parts of the sector.

We hope that the outcome of the session to be concrete ideas for research studies and collaborations in the area of micro-credentials in the New Zealand tertiary sector. Results and a synopsis of the discussion will be emailed to all participants in the session after the TERNZ conference.



## Is there a future in professionalising tertiary education teaching?

Denise Chalmers  
University of Western Australia

### The Research

In the last decade a lot of attention has been paid to teasing out the concept of the 'professionalisation' of higher education teaching. In Australia the Office of Learning and Teaching (OLT) funded a number of projects to explore what this might look like and support universities to establish policies and processes to professionalise teaching through the reward and recognition of teachers and teaching. (eg Crookes & Else, 2017; Chalmers et al, 2014; 2015; Chalmers, 2018; James et al; 2015). In New Zealand there have been similar discussions on professionalising teaching through accreditation, mandatory qualifications, and standards. In Australia, the OLT national funding and grants have been discontinued and there is uncertainty about the continuation of the national teaching awards. At the same time, the number of teaching-focused or educator-track academic appointments and sessional teachers is rising year-on-year and yet there is institutional silence on the pursuit of quality teaching as a national and institutional priority. So, is there any future in progressing the goals intended for professionalising teaching?

The question of what professionalising tertiary teaching could or should mean and how it might be achieved and demonstrated requires a sustained commitment from teachers, colleagues, institutions and their leaders, the sector, professional associations and government. Is this an idea which time has passed, or is it the future?

### Why this topic is important

For many academics in tertiary education now in educator-track positions, research and teaching positions, and teachers in the private provider sector, the requirement to demonstrate teaching quality and effectiveness for performance appraisal and for promotion is widely established. Much of the language used to frame the conversation and the use of standards alludes to 'professionalisation' of teaching.

Is the situation in New Zealand that tertiary teachers not been professional previously? Why are we not hearing the same language applied to research? Do the practices of research and professions outside of the tertiary sector offer some practices that can inform the way we practice and demonstrate quality teaching?

### How the session will be run

The following questions are posed in relation to the New Zealand tertiary context. i.e.

- Have tertiary teachers not been professional previously?
- Why are we not hearing the same language applied to research?
- Do the practices of research and the professions offer some practices that can inform the way we practice teaching?

will be posed at points in the presentation and time allocated for discussion in small groups for each question, with group feedback gathered prior to moving to the next section of the presentation.

The final questions posed to conclude the presentation will be:

- Should the term 'professionalisation' be used when referring to teaching in tertiary education in the future?
- Why restrict the concept of 'professionalism' to teaching? Why not the professional academic?

# Proposal for TERNZ, 2018

## Presenters

Dr Janine Cook, BA Core programme, Massey University: [j.cook1@massey.ac.nz](mailto:j.cook1@massey.ac.nz)

Associate Professor Eva Heinrich, Computer Science and Information Technology (SEAT), Massey University: [e.heinrich@massey.ac.nz](mailto:e.heinrich@massey.ac.nz)

**Topic:** Group creation in third year undergraduate courses: Exploring interdisciplinary comparisons.

**Intended audience:** Tertiary teachers or teaching and learning professionals interested in group creation methodology for project-based student group work.

## Learning objectives

By the end of the workshop, participants will:

- Be aware of some current literature and methodology related to group creation
- Have reflected on group creation in their own and/or a colleagues' project-based course context and what selection criteria, if any, is appropriate.

## The Research

Our exploratory research investigates group creation methodology within project-based university Bachelor degree courses. We are specifically interested in the alignment of group creation processes and learning objectives within courses that seek to develop vocational or 'real-world' skills. We will explore if sufficient consideration is currently given to: 1. the real-world contexts we are preparing students for, 2. to what sustainable group work and task success looks like in these contexts, and 3. to the group selection processes that best align with this. At present our research will be confined to Massey University courses via a seminar and follow-up surveys, but we may extend this to other institutions. We will investigate practices across disciplines, distance and on-campus modes, and undergraduate levels, although we anticipate that most of these courses will be third year offerings.

Our initial interest in this area arose from comparative reflections on our own Year 3 courses: a compulsory Bachelor of Arts humanities and social science course and a Bachelor of Information Sciences capstone course. In both these courses students typically work in groups of 3-5 members throughout the semester to create an end product that showcases group collaboration and disciplinary skills and knowledge. Assessment is based on the quality of the end product, the group work, and learning reflections. Both courses employ group work in part to build vocational and/or community project skills. We have undertaken our own process of review, which serve as initial case studies within our research seminars and the TERNZ conference workshop.

## Why this topic is important

Collaborative groupwork in some form is incorporated into many courses now as teachers face pressure, for a number of reasons, to enhance the employability of students (Stephens & Roberts, n.d.). Locally, student-centred university learning and teaching strategies and Tiriti-led policies promote attention to outcomes relevant to students lives and culturally relevant modes of delivery with less emphasis on individualised learning traditions (Massey University, 2018).

However, student experience of group work is often mixed. As the saying goes, a group is only as good as the weakest member, and uneven contribution and free-riding peers are constant concerns for students (Chapman, Meuter, & Wright, 2006; Rienties, Alcott & Jindal-Snape, 2014). A

combination of elements contribute to functional groups (Blumenfeld et al., 1996; Priego & Liaw, 2017), and we can remediate many problems through careful course design, incorporating systems of peer review (Layton, Loughry, Ohland, & Ricco, 2010). Attention to group creation methods is another important part of planning, and can also contribute to improved student satisfaction and learning outcomes (Roberts and McInerney, 2007; Gunderson, 2008; Myers, 2012).

Our research aligns with recent scholarship calling attention to the need to deepen our understanding of the theory and practice of collaborative group work. A review by Lee and Loton (2017) on final year group project courses, for example, highlights the increasing prevalence of these types of courses and the need for further research. Advances in learning and communication technologies also warrant a renewed look at facilitation of group work for distance students. Interdisciplinary comparisons in this area, particularly between the humanities and the sciences, appear to be limited.

### Workshop description

This workshop examines literature on key methodologies for creating groups. We illustrate the process of assessing group creation through two contrasting case studies: group selection in an information technology course and group selection in a course focused on civic deliberation and action. We then facilitate participant reflection on their own group creation methods.

Schedule:

- Warm-up exercise reflecting on personal group experience (10 mins)
- Introduction to fundamental theory on group creation methods and automated, criteria-based tools (5 mins)
- Case studies of our own reasoning processes – compare/contrast (10 mins; 5 mins each)
- Reflections in small groups focusing on 1 person’s course dilemma using worksheets and/or criteria cards (20 mins)
- Present back to whole group (5 mins).

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## The Age of Manaaki: A journey of an academic developer as a mischief healer

Piki Diamond  
Auckland University of Technology (AUT)

### The Research

My research couples critical autoethnography with storied scholarship. This called for me, as the researcher, to be vulnerable in a foreign context and to recollect the empirical experiences, and truths discovered. Critical autoethnographies are theorised personal linking, kauae i runga (abstract) with kauae i raro (physical). Storied scholarship provides an alternative framework to present my research. It provides a language and form that is reflective of the change I wish to see in the university. It shares a truth by layering facts with authentic stories. It leads the audience to engage through aesthetics to feel and understand the truth presented. For me, such research looks to bring the wairua back into the university and bring about an academic practice that is reflective of our te Tiriti context and our Aotearoa's bicultural governance.

Throughout my research journey, I have been guided by the wānanga of tohunga Dr. Rose Pere and Hohepa Delamere. Their wānanga have offered theories from te ao Māori that aim to heal the symptoms caused from separatist and cordoning practices, where dualism is no longer seen as two halves of the one whole, but rather, two competing sides vying for prestige, attention, and victory. Such symptoms include but limited to racism; anxiety; depression; arrogance; sympathy; harassment, and bullying,

Using Māori constructs such as mana; manaaki; mana reo; mana atua; mana whenua, and mana tāngata, I have been developing wānanga that reconnect staff to their team, themselves, and the land through experiences of empathy. With staff, our team co-create bicultural curricula and learning experiences that aim to be the living embodiments of mauri ora, wellness, potential, and sustainability.

### Why this topic is important

"Honour te Tiriti o Waitangi/the Treaty of Waitangi" is a one-liner in many policy documents within universities in Aotearoa New Zealand. But what that actually means in practice is something universities have struggled with. Current strategies of equity and diversity can distract from the acknowledgment of our country's unique context and Māori peoples' privileged and dutiful position as tāngata whenua and te Tiriti partner to the Crown.

There is growing awareness and wanting within the universities of Aotearoa New Zealand to improve honouring te Tiriti and many universities are developing their strategies accordingly. This kaupapa seeks to find "good practices" to "honour te Tiriti o Waitangi" within the university context. I argue "good practices" do not come from literal translations from English to Māori, but rather, an understanding of the humanistic objectives of wānanga and ako as educational philosophies.

Providing safe experiences for university staff to connect and learn to navigate te ao Māori seeks to demystify te ao Māori so that staff can co-create curricula that is reflective

of our bicultural, te Tiriti governed nation, that allows diverse expression of knowledge that focusses on the well-being, potential, and sustainability of the person, the people, the environment.

#### How the session will be run

I will be running a modified version of my *Nau Mai ki Aotearoa* wānanga that calls participants to experience Tūmataunga as I present the dynamic tensions caused by the relationship between the Crown and tāngata whenua. Participants will draw from their own whakapapa (genealogy) and memories as starting points to connect to Māori values that leads to understanding Māori ways of being.

2 mins – *Karakia whakatūwhera*

5 mins – *Īnoi*: Locating yourself involves an exercise where participants identify the physical origins of the beliefs and values systems that guide who they are.

10 mins – *Karanga*: Weaving together with our tupuna tūpuna

Participants will be active as I take them through scenarios and they answer with actions, not words.

2 mins – *Haka pōwhiri*: Participants identify any changes, challenges, or affirmation of your values and belief systems within a Tiriti nation.

25 mins – *Mihi*: Using Ketso (a collaborative thinking tool) participants will unpack the dynamics and values that impact and affect te Tiriti relationship. These dynamics will be viewed through three themes:

Mana atua: Language and Well-being

Mana tāngata: Politics and leadership

Mana whenua: Protection, property, and progress

2 mins – *Koha*: Groups share key learnings

10 mins – *Harirū*: Presentation on research

2 mins – *Karakia whakakapi*

# **The effect of mind mapping and outlining on Vietnamese EFL students' writing performance and attitudes: An explanatory sequential mixed methods study**

Vy Doan  
Victoria University of Wellington

## **The Research**

Methods of foreign language teaching in Vietnam's higher education have been changed to a more learner-centered approach in which students are expected to become self-regulated learners. In a context that many EFL undergraduates lack confidence in their learning-to-write process, much research has been done on the use of instructional strategies. However, little is known about their effects on adult writers' performance and attitudes and whether those effects are transferred in a high-stakes condition. The proposed innovation study will investigate the effect of mind mapping and outlining as pre-writing techniques by looking at differences amongst control and treatment groups regarding: (1) the effects of the techniques taught on students' writing performance, (2) students' attitudes towards writing and their self-beliefs in completing regular class assignments, (3) whether the techniques would continue to be (effectively) employed even when not specifically required in a timed writing task. Explanatory sequential mixed methods design will be employed in which qualitative data will be collected to test the hypothesis generated by quantitative methods. Pretest and pre-treatment questionnaire and posttest and post-treatment questionnaire will be administered at the beginning and end of a six-week treatment period to reveal the techniques' effect on students' self-efficacy beliefs and performance. A regular mid-term test and a subsequent comprehensive interview will be carried out to explain students' actual uses of the techniques in a high-stakes condition and factors that influence their use.

## **Why this topic is important**

Writing is not a product; it is a complex cognitive process requiring both writers' cognitive skills and linguistic synthesis. Learning to write is challenging especially for those writing in a foreign language. Many EFL writers lack confidence in writing performance and find it difficult to regulate their learning-to-write process. In the Vietnamese context, the focus on form and error-free product is the leading paradigm in writing teaching and learning, which results in several issues especially in beginning writers. Students' great pressure of producing perfect writing products results in serious writing blocks especially facets of idea generation and organization. Also, dull atmosphere and monotonous writing activities during writing lessons prompted me to act as both the writing teacher and the researcher conducting an innovation classroom-based study on pre-writing activities. Despite several investigations of strategies for other skills, pre-writing skill appears to be overlooked. Although instructional strategies using graphic organizers have been shown in the literature to be particularly beneficial for beginning and developing writers, learners receive little to no training in planning their writing. Lack of writing instructions would result in students' limited writing capability. Difficulties in writing skill acquisition



would affect the apprehension of other skills since the four ones are interrelated, which induces students' low communicative competence until they approach higher education. The application of self-regulated planning strategy which is the most well-defined strategy for writing becomes more urgent than ever.

#### How the session will be run

I will spend 10-15 minutes to raise the issue by capturing participants' interests, asking them some key questions (e.g. their additional language writing-related difficulties, attitudes and self-efficacy, their planning habits and their use of pre-writing strategies), raising issues in undergraduates' writing proficiency that might derive from teaching methodology during early school years, showing the results of my MA research project on the use of graphic organizers in improving secondary students' writing ability, and talking about my explanatory sequential mixed methods study on the effect of mind mapping and outlining as pre-writing techniques on EFL students' writing performance and attitudes.

The other 30 minutes will be divided into three parts with a different focus in each part:

- In the first part, I will model the intervention of instructional strategies by giving the participants a descriptive writing topic and telling them to brainstorm ideas using mind-mapping and outlining, and see how they will react to the techniques introduced.
- In order to provide the background for my proposed research, the second part will be the review of what has been and has not been done in the literature.
- The last part will be for the participants' suggestions and discussion about the proposed research.

<b>Online course design: the Rapid Development Studio</b>
Damon Ellis The University of Auckland
Description of the display (Research or teaching project)
<p>Developing an online course for tertiary education is time- and resource-intensive, and often requires close coordination between teaching and design staff. There is a need for practical models that incorporate rapid development / prototyping and collaborative approaches to course development. This action research study aimed to test a new instructional design (ID) model: the Rapid Development Studio (RDS). Framed by the RDS, learning designers from the Digital Learning Team at Faculty of Education and Social Work, the University of Auckland worked intensively and creatively with the teachers to make a course ready for online delivery within two weeks. Mid- and post-RDS data were collected via observation and a questionnaire survey. Results reveal that the RDS model can accelerate and facilitate the ID process. This is especially the case when an ID project is confronted with obstacles such as limited timeframe and multiple stakeholders (e.g., teachers, learning designers, and educational leaders).</p>
How will delegates be encouraged to interact with the display
<p>The Rapid Development Studio used paper prompts in physical space to coordinate the team’s development of the online course. We intend to use the floor space near the poster in the same way – laying out a physical representation of the course structure so that delegates can “step into” the course as the learning designers and teachers did, and see how the topics, content, activities, and assessments intersect.</p>

## **Communities of Practice: Embedding creative problem solving into tertiary teaching and learning.**

Tanya Evans<sup>i</sup>, Sergiy Klymchuk<sup>ii</sup> and Ruth Peterson<sup>iii</sup>

(i) University of Auckland

(ii) Auckland University of Technology AUT

(iii) Ako Aotearoa

### **The Research**

In this workshop we will give an overview of general concepts defining a Community of Practice (CoP) which were first proposed by cognitive anthropologist Jean Lave and educational theorist Etienne Wenger in their book *Situated Learning* (Lave & Wenger 1991).

Building on this, Barbara Jaworski (2008) from UK established and researched Communities of Inquiry in teaching and learning as part of the project funded by the Research Council of Norway with successful outcomes.

Altering the setting and objectives, we are conceiving a project that will foster communal activity and engagement of tertiary educators aimed at improving learning outcomes for NZ tertiary graduates. One of the objectives of the project is to establish CoPs amongst staff so they are better able to introduce creative non-routine problem solving.

This initiative is based on our joint pilot project of AUT and University of Auckland in 2016-2017 supported by the Northern Hub Regional Fund of Ako Aotearoa. As part of that project we incorporated non-routine problem solving into university courses by introducing puzzle-solving activities during traditional lectures (Klymchuk, S., 2017). The intention of using non-routine problem solving in teaching and learning is to improve students' creativity and curiosity and enhance their lateral thinking "outside the box". The impact was evaluated via questionnaires and interviews involving 137 STEM students. The vast majority of the participants reported enhanced problem-solving skills (91%) and generic thinking skills (92%). Moreover, we were able to find evidence of improved confidence in solving non-routine problems as a result of our intervention, suggesting that this pedagogical strategy improves graduate attributes and employability by means of enhanced self-efficacy.

### **Why this topic is important**

Professional development (PD) of tertiary educators is often an unstructured activity driven by idiosyncratic initiatives such as attending a selected PD workshop. In many universities the promotional drivers are in place to ensure that academics produce high-impact research leaving a reduced amount of time spent on improvement of their teaching practices. The consensus that research academics are competent at teaching their subject at tertiary level is questionable. What is the most efficient way to engage academics in

professional development activities? Our research group is focusing on the needs of PD for STEM educators.

In 2012, the New Zealand government identified the need to reduce the undersupply of students studying STEM subjects as a priority for delivering its Business Growth Agenda (<http://www.mbie.govt.nz/>). At the launch of the STEM Tertiary Education Centre in 2014, Hon Steven Joyce commented that many NZ innovative high-tech companies could not find suitable candidates in NZ and had to go through a long and expensive recruitment process hiring staff from overseas. There were many local applicants with suitable university degrees who could presumably do a routine job very well but the companies needed more than that – they needed candidates with highly innovative and creative thinking skills. With this mind, the proposed project seeks to establish efficient PD initiatives to incorporate a pedagogical intervention at tertiary level aimed at enhancing learner creativity and self-efficacy more generally.

#### How the session will be run

We would like to engage participants in constructive discussions that foster ideas about future possibilities for establishment of CoPs.

We will take about 15 minutes to present our research followed by a 40-minute workshop, during which we hope to inspire and enable participants to try puzzles and set up a CoP to devise and test in their own discipline. To that end, we will ask participants to work in small groups and to come up with propositions that are suitable in the suggested context of creative problem solving.

After sharing ideas around, we will aim to identify what are the important features of the emergence of CoPs, their sustained administration and evaluation of their success.

Other outcomes include: understanding the importance and benefits of enhancing creative problem-solving skills for tertiary students including their employability; improving knowledge of general problem solving principles; familiarisation with different tests of measuring creativity, in particular divergent and convergent thinking (Guilford, (1959), Leikin & Pitta-Pantazi, (2013), Leikin, (2009), Haylock (1987), (1997)).

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## Conceptions of assessment in Higher Education: the perspective of academics teaching in a faculty of science

Juan Fischer  
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### The Research

Assessment has an important influence on what and how students learn by suggesting what counts as valuable knowledge and how students should demonstrate it. Moreover, assessment affects learning itself depending on how feedback practices are integrated. Assessment design depends on the complex interaction between institutional factors, discipline cultures and individuals' conceptions of assessment.

The aim of this project was 1) to explore the conceptions of assessment held by academics teaching in a faculty of science, and 2) to identify the extent to which their conceptions relate to formative assessment and sustainable assessment. Based on a qualitative approach, I interviewed academics using semi-structured interviews that addressed topics such as the purposes of assessment, assessment design, feedback and fairness in assessment. Data was analysed considering how it related to notions of formative assessment, assessment for learning and sustainable assessment, and grouped into the interview topics.

Academics' conceptions of assessment were not only diverse but also complex in themselves; therefore, they should be understood in relation to conceptions of teaching and learning. The conceptions held by the participants included:

- Assessment as marking
- Marks as extrinsic motivation
- Multiple understandings of feedback
- Assessment for learning

Fairness in assessment was related to students' preparedness for reasonable tasks, with minor mentions to developing learners' autonomy and an explicit suggestion of "no such thing as unfair assessment".

Recommendations for further research include academics' considerations about the emotional impacts of assessment, as well as feedback and assessment practices oriented towards developing life-long learning, including peer- and self-evaluation.

### Why this topic is important

Assessment is considered one of the main elements of formal learning due to its effect on what students learn and the learning strategies that they adopt for achieving these goals. Previous research suggests that students' beliefs about assessment directly affect their learning by influencing how they approach learning tasks (Boud, 1995; Deneen & Brown, 2016), while other researchers suggest that academics' attitudes towards teaching and

assessment affect the way they deliver their classes and the assessment strategies that are incorporated into this process (Brown, 2004; Fletcher, Meyer, Anderson, Johnston, & Rees, 2012). Some authors also point out that higher education teachers are often focused on covering content, therefore, assessment tends to be designed for addressing the topics of the class (Fletcher et al., 2012; Postareff, Virtanen, Katajavuori, & Lindblom-Ylänne, 2012).

It has been argued that assessment should not only measure students' performance but to promote learning by helping students to understand how to improve their learning (Boud, 1995; Pastore & Pentassuglia, 2016). Furthermore, Boud (2000) has also suggested that assessment should support students' future learning in formal and informal settings. However, the pressure for students' accountability and certification, among other causes, has privileged a focus on the summative assessments, leaving aside formative aspects such as effective and multisource feedback (Boud, 1995; Lau, 2016).

Within this context, understanding academics' conceptions of assessment is an important starting point for promoting and developing assessment practices that are centred in students' learning, such as the implementation of formative assessment.

#### How the session will be run

I will run the session in an interactive manner, combining online real-time polls, group discussions and a brief presentation of the research.

I will start with a short introduction of the research project to frame the topic of the session and will ask the participants to use their laptops, mobile phones, or other mobile devices to access the online questions of what do we understand by assessment and feedback. Responses will be displayed on the presentation screen for discussion and participants can choose their screen name, having the option of not being identified.

At this point of the session, I will present the results of my research to illustrate how our conceptions of assessment differ or align. After this brief presentation, I will ask the participants to form groups of 4 to 5 people and discuss the question of "how can we design assessment tasks that contribute to student learning in higher education?", while considering other assessment requirements and practical limitations. Each group will have the opportunity to share a summary of their conversations and we will finish with a time for questions and answers.

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## **Virtually Avoiding Chaos: The voice of teachers in physical space change**

Jonathan Flutey and Roger Ward  
Victoria University of Wellington

### **Description of the display (Research or teaching project)**

Academics and the physical space they teach in have had a long and dysfunctional relationship. Changes in physical space design, function and more recently, technology, are generally thrown into the learning process with little more preparation than a post-it note with SURPRISE! written on it.

At the University of Wellington, an effort is being made to involve teachers early in the change process when buildings are built, modified or upgraded. Using Microsoft Hololens augmented reality technology, we are allowing our teaching staff to walk around physical learning spaces before they have even been built.

This has led to our teachers having:

- more of a voice in the design and delivery of our learning space development programme and;
- more preparation for change in their own teaching practice to align to new space designs.

### **How will delegates be encouraged to interact with the display**

We will have a Microsoft Hololens onsite, alongside the computer based designs, to walk delegates through the virtual learning space world!

## Is Social Capital an Emergent Property of Teamwork Practice in Tertiary Education?

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## TERNZ 2018 Abstract Submission

Title
Is Social Capital an Emergent Property of Teamwork Practice in Tertiary Education?
The Research
<p>The OECD report (2001) on “The Wellbeing of Nations. The Role of Human and Social Capital” states that “<i>social capital appears to have economic and social benefits...and human and social capital may be mutually reinforcing</i>” (p61). Although, there is no one accepted definition of social capital, there is agreement it is built within a number of contexts including families, communities, firms, and national or sub-national administrative units and other institutions. Universities are one such institution. Teamwork in university courses has gained agency in response to a call that university graduates need to develop attributes considered valuable in the changing nature of the work environment. These attributes include transferable skills such as ethical practice, social and citizenship attitudes, self-awareness and direction, information sharing, interpersonal and communication skills, and the ability to work in multi-or interdisciplinary teams as core competencies that can be applied to resolve complex cross-sectorial problems (Barrie 2012; Bravo, Lucia-Palacios and Martin 2016; Jackson 2016). These attributes also fall under the umbrella of social capital. Our research followed groups of students as they progressed through their undergraduate curriculum to determine the effectiveness of teamwork in developing these attributes. Students in the study had participated in either one or two group projects in their first semester and up to six by their final semester. Data were collected using focus groups and questionnaires. Analysis of the qualitative data revealed the emergence of trust, networking and collaboration in alignment with a sociological model of social capital, as well as a political approach that emphasises the role of institutions in shaping human behaviour (OECD, 2001)</p>
Why this topic is important
<p>Social capital has been proposed to increase and expand the economy as well as cultural and political participation of community members (Putnam, 2000). It is proposed to build trust, reciprocity, and cooperation contributing to effective functioning of social groups and strengthening civic participation through shared values and norms. In turn, this allows individuals, groups and communities to resolve collective problems more easily. The increasing mobility of international populations and greater intermingling of cultures generates problems of growing</p>

complexity. Thus, providing a formal context for building attributes of social capital becomes more relevant. Tertiary institutions in New Zealand have potential for building social capital through teamwork learning. The aim of this workshop is to present a teamwork challenge, examine the processes employed to meet the challenge, and determine if characteristics aligned with social capital attributes were evident.

### How the session will be run

1. 10 mins: present overview of the research and issues arising
2. 20 mins: divide attendees into teams of 3-4. Each team will be assigned a task to complete. The task will vary in complexity and the resources provided to the team. The most complex problem will be difficult to solve without different input from each team member. By contrast, the least complex problem can be solved regardless of who comprises the team. Teams will work on the problem, then reflect on how they approached the task and if they engaged in a process that enabled the development of social capital.
3. 15 mins: Regroup to discuss and share reflections on their approach, and consider if they engaged in activity that facilitated the emergence of characteristics aligned with social capital.

The overarching goal of this session is to formulate some basic recommendations for the structure of teamwork that enables the development of positive social capital.

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## Mapping and embedding graduate profile capabilities in the tertiary curriculum with the support of an online mapping tool

Prof. Susan Geertshuis and Dr. Nabeel Albashiry  
University of Auckland Business School

### The Research

Curriculum is commonly defined as a plan for learning (Taba, 1962). A defining feature of a quality curriculum is its relevance and responsiveness to the changing needs of industry and community (Kessels & Plomp, 1999). These needs are now captured in the graduate profiles (GP) of tertiary programmes. Curriculum mapping has proved to be a useful curriculum renewal activity to help ensure GP capabilities are embedded in programmes to realise a consistent and well-aligned curriculum.

The University of Auckland has recently developed a new GP and expected degree programmes within each faculty to produce their own discipline-specific GPs and embed the associated capabilities in their teaching and assessment. Informed by design principles from the curriculum mapping and graduate capabilities literature (e.g., Spencer, Riddle, & Knewstubb, 2012; Oliver, 2013), the Innovative Learning and Teaching (ILT) team at the Business School has researched and evaluated alternative mapping tools, developed a simple online mapping tool and a mapping process to help teachers to map their courses to their new GP capabilities and hence get a global picture of their curricula. The tool also aimed to raise the teachers' awareness of the nature and progressive development of each GP capability and to make it clear how each course contributes to the GP.

In this session, we will share the curriculum mapping approach we followed and the mapping tool developed along with the guiding principles. We will invite discussion on how mapping activities and tools could support the actual teaching and assessment of GP capabilities and bridge any gaps between the 'planned curriculum' and the 'enacted curriculum'.

### Why this topic is important

Best practice and research in curriculum development and implementation indicate that curriculum communicability and transparency are essential for continuous curriculum improvement (Aleyd et al., 2018; Joyner, 2016). Curriculum mapping along with the tools used to facilitate this activity plays a significant role in making curriculum more visible as a whole to students, teachers, academic managers, and concerned professional bodies. Accreditation bodies are increasingly putting pressure on universities to develop graduate outcomes that are clear, connected, aligned and formatively evaluated.

In response to external drivers, tertiary institutions have been paying an increasing attention to mapping and embedding graduate capabilities in curricula and making sure their curriculum plans clearly reflect this practice. Universities are increasingly using curriculum mapping tools to produce visual representations of where GP capabilities and other high-level outcomes are taught and assessed in the curriculum and at what depth.

The use of curriculum mapping tools also serves many purposes other than pleasing accreditation bodies. The content and visualisations generated by such tools help teachers understand their curriculum structures and relationships and identify any curriculum gaps or redundancies. These tools can also trigger fruitful curriculum conversations among teachers and inform curriculum renewal undertakings. The 'visibility' the curriculum mapping tools bring to curriculum is indispensable; without it, target improvements could be easily missed.

#### How the session will be run

Timing is approximate:

0-5 Welcome and Introduction –

5-10 Curriculum mapping tools what are they good for? Brief overview of tools

10-20 Group activity: Participants discuss in groups their curriculum mapping experiences or thoughts – what they did, what principles guided them?

20-35 Introducing the UoA Business School curriculum mapping approach, guiding principles, and the tool used

35-50 Group activity: Participants work in groups to write down effective and practical ideas for encouraging teachers and departments to translate curriculum mapping into effective teaching and assessment of GP capabilities

50-55 Whole group discussion and wrap-up

## Back to the Future with Vicarious Learning

Susan Geertshuis, Ngaire Rix & Odette Murdoch  
University of Auckland

### The Research

This project aims to test a method that offers access to small-tutorial based learning and also provides for efficient delivery to very large classes.

Vicarious learning, a term coined originally by Bandura (1963), is now understood as learning by watching the performance of others as they learn (Mayes 2015). It can be highly effective, in some circumstances even more effective than experiential learning (Hoover & Giambatista, 2009).

Gholson and Craig (2006) compared the learning of students who attended tutorials with students who watched videos of tutorials and students who watched videos and answered deep-level reasoning questions. Surprisingly, watching a video of a tutorial and answering questions was found to be as effective as or more effective than attending a tutorial. The positive effect of vicarious learning techniques on student learning has been substantiated in a significant number of studies (see Gholson & Craig, 2008; Mayes, 2015; Chi et al., 2009). It seems that having access to learners' emerging and contrasting thoughts and questions and being able to discuss their own, facilitates the development of students' conceptual understanding.

To further explore the potential of this innovation we wish to target large undergraduate classes and the critical threshold concepts taught within them. We will compare the impact of no tutorial or large class tutorial with the impact of vicarious learning from watching videos of unscripted tutorials or Task Directed Discussions (TDDs) (Mayes et al., 2002) and undertaking structured discussion.

### Why this topic is important

Many Faculties are now unable to offer the benefits of small tutorial learning to undergraduate students as class sizes grow and resources are constrained. Vicarious learning video modules are a scaleable and cost-effective way to provide students with similar learning opportunities, even in very large classes.

We anticipate that particular benefits may accrue to international and first in family students as the approach proposed will develop videoed resources for threshold concepts that students find challenging. In addition, the videos will demonstrate the type of learning behaviour that is required in a discussion-based approach, which some non-traditional students are unfamiliar with. This will support their ability to learn in courses that use team-based, active flipped, project-based and other learning approaches involving discussion.

Finally, we feel the topic is important because the opportunities offered by virtual reality technologies may enhance the effectiveness of vicarious learning rendering experiences more 'real' and connections more vivid.

#### How the session will be run

The session will begin with an introduction to vicarious learning and an overview of current findings. Participants will consider why such an apparently compelling technique has not been widely adopted despite evidence of its effectiveness. The group will view and extract from a vicarious learning tutorial. Finally, participants will be invited to contribute to an implementation and evaluation plan.

- 0-10 Welcome and introductions
- 10-20 What is vicarious learning and what evidence is there that it 'works'?
- 20-30 Small group challenge - assess the potential of vicarious learning
- 30- 35 A short video demo
- 35- 45 Small group challenge – Design a study
- 45-55 Conclusion, thanks and close



## **Innovative Teaching in Higher Education: Support, constrain, sustain.**

Amanda Gilbert, Bernadette Knewstubb, Anita Mortlock and Sandi Tait-McCutcheon  
Victoria University of Wellington

### **The Research**

The Innovative Pedagogy research project explored innovative teaching and learning at Victoria University of Wellington (VUW). The research questions for the project are:

1. What are the characteristics of innovative pedagogical approaches and practices that contribute to learning in a range of contexts at VUW?
2. What factors support or constrain these approaches?
3. What are the characteristics of teachers who consistently adopt innovative approaches?

Staff and students were key participants in the project. Both were asked to identify staff who they believed demonstrated innovative practices. The 13 staff across 11 courses were interviewed and asked to discuss the things they do to engage students with the content, the teaching they think is innovative, and how they are supported to teach in innovative ways.

Student volunteers from the same courses were interviewed in focus groups using adapted questions. Interviews resulted in nine individual and two paired case studies that have developed deeper understandings about specific characteristics and enablers and constraints of innovative approaches.

Preliminary findings indicate that supports include diversity of the course and students, professional support from the Centre of Academic Development (CAD), opportunities for professional development, and personal investment. Constraints included time, infrastructures, and teaching not seen as being valued.

### **Why this topic is important**

There are four main reasons why institutions of higher education in the 21<sup>st</sup> century may seek and experience pedagogical innovation. The first reason is because of the changing skills needed by graduates for the 21<sup>st</sup> century. The traditional transmission approach of formal disciplinary-based knowledge is inadequate to meet the demands of the present, and inappropriate for the demands of an unknown future. In a period of rapid change students graduate into “a transdisciplinary world not a monodisciplinary one” (Scott, 2016, p. 5) so they must be able to work creatively with knowledge as a theoretical, pedagogical and technological innovation.

The development of the scholarship, and advances in our understanding of teaching and learning in higher education is the second reason why this topic is important. The continuous upgrading of pedagogy, use of technologies, assessment models aligned with student centred learning, and creating innovative learning platforms that support student motivation, engagement and active learning are essential. The third reason is the changing demographics and empowerment of the student population. Higher Education institutions are being called upon to support large numbers of diverse students. Students are increasingly positioned as partners and co-producers of their learning. Finally, the rapid development of technology and the ways the millennial generation has experienced

the world via this technology impacts learning and teaching. The fast societal and technological changes of the 21<sup>st</sup> century have created an imperative for innovative pedagogies to ensure universities remain relevant and viable, and also provide opportunities for the development of such innovations.

#### How the session will be run

1. The session will begin with an introduction to the research project and methodology. (5 mins).
2. Acknowledging that 'innovative' can be a contentious term, participants will be asked to brainstorm the different ways of describing innovative. Participants will write ideas on post-it notes and stick them on a whiteboard and these will be grouped into themes. (10 mins)
3. Participants will be asked to think-pair-share *"using one of the words from our list what innovative teaching have you experience/ are aware of in your institution?"* (10 mins)
4. Presentation of definitions and shared understandings of innovation in higher education from literature. (2 mins)
5. Three pieces of paper with 'support', 'constrain', and 'sustain' written on them will be displayed. Participants will write on post-it notes what they believe or have experienced as factors that support, constrain, or sustain innovative teaching. (10 mins)
6. Participants will be organised into three groups – each group will discuss then report back on the factors 'supporting', 'constraining', 'sustaining' innovative teaching. (10 mins)
7. The supporters, constrainers, and sustainers of innovative pedagogies from the literature and from our research will be presented. (5 mins)
8. Question and answer time.

## Slow scholarship and integrated assessment

Tony Harland  
University of Otago

### The Research

This workshop looks at some current assessment practices in New Zealand and situates these within a worldwide context. In doing so I explain how the university and the educational system has created the assessment overload experienced by staff and students. I then examine the concepts of slow scholarship and slow learning and 'integration' for designing assessments. There are many versions of 'integration' in the literature and I will present a model that builds the earlier work of Harland et al (2014) that is essentially about sequencing curriculum and minimising grades. The seven strategies that I propose come from an unpublished study on research-based teaching. I give the strategy, the value proposition behind each one and how each impacts on assessment grading.

Harland, T., McLean, A., Wass, R., Miller, E. & Sim, K N (2014) Contemporary assessment practices in university: impact on teachers and students. Wellington, National Centre for Tertiary Teaching Excellence.

### Why this topic is important

This work builds on several published research projects and addresses an important topic for those teaching and learning in the tertiary sector. Assessment is crucial in students minds and so drives behaviour and ultimately the type of learning that is possible. In New Zealand and elsewhere, assessment regimes have evolved to become detrimental to higher order learning and this research on integration seeks to address this harm. At first sight integrated assessment can be seen as a simple or even elegant idea, but what is not known is how it could work across different subjects and disciplines.

### How the session will be run

I will present the main ideas for 10 minutes and then open the floor to see what participants may already doing in this area, where there are new possibilities, how we might be creative with the concept or if the concept has any worth at all. This session will be run through small groups and then a plenary. The aim is to develop a more nuanced concept of integrated assessment and slow scholarship in order to inform new research questions.

## Dancing the square – What learning, perspectives or outcomes should be most privileged in Quality Improvement education?

Judith Honeyfield  
Toi Ohomai Institute of Technology

### The Research

This current research project is investigating the processes and outcomes of a new partnership-based Quality Improvement (QI) delivery model in a regional Bachelor of Nursing (BN) programme. The study is collecting questionnaire and interview data from key stakeholders (from practice, education, QI specialists and management) and focus group data with third year students, to present and analyse the establishment processes of relationship building in practice settings. We will also collect evidence of sector adoption of changes as a result of student QI projects. The QI projects completed by students as an assessment will be thematically analysed as a further data source to demonstrate how students have applied this knowledge, and to help identify further opportunities for QI studies and implementation. This project is attempting to capture and present four interlinking quadrant perspectives - *the square* - to analyse: partnership relationships (key external stakeholders); pedagogy (teaching and practice perspectives); application to further practice (students); and potential for change (all stakeholders including assessment projects and adoption examples) and the fluidity across these positions.

### Why this topic is important

Developing a broad understanding of the importance of quality improvement (QI) in pre-registration health care education unique to the New Zealand (NZ) context is vital for our students to meet the New Zealand Health Strategy (2016) and future role requirements. A national study in NZ of multiple health professional pre-registration education programmes identified teaching gaps in patient safety and the need to improve science methods and tools (Robb, Stolarek, Wells, & Bohm, 2017). The study further identified that a failure to address these gaps would compromise the ability of graduates to successfully implement and sustain improvements when transferring to the workplace. The learning experience for QI in professional health disciplines, according to Armstrong, Headrick, Spiess, Madigosky and Ogrinc, (2012), needs to encompass four principles: a combination of didactic and project-based work; link with health system improvement efforts; assess education outcomes; and role model QI in educational processes (p.6).

For educators and practitioners, enacting these principles means working in cross-sector partnerships, with key stakeholders, creating effective educational responses and ensuring strong student outcomes. Yet what learning, perspectives or outcome should be most privileged?

### How the session will be run

I will present a short 10 minute overview of this research and progress to date, followed with an inquiry approach.

I will use a series of critical questions with participants small groups to engage with some of the key challenges in this teaching and research space.

Using the four corners and metaphor of 'dancing of the square', to facilitate sharing thoughts about (1) how we, as teachers, reflect current practices and give back to our sectors in ways that are meaningful/lead to change, while (2) ensuring that students are supported and enabled to enact their learning in practice; and (3) discovering how others are linking numerous and maybe competing requirements and perspectives, in establishing such learning and teaching experiences; alongside (4) reconciling the tension of what learning or outcome is 'privileged' in tertiary education and evaluation with a 'process, application, work-readiness' lens.

We will collect and share new ideas and possible solutions that could enable inter/professional education and research to contribute to current and future discipline issues and further assist the transition from education to practice.

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## Five Course Fine Dining vs Fast-Food Eating Experience

Dennis Hsu  
University of Auckland

### The Research

People go fine dining to enjoy gourmet food created by Master chefs with each course designed to tantalise taste buds and maximise enjoyment. Fast-food chains on the other hand, have their menus ready on display boards, so foodies can quickly pick what they want. Whilst both lead to fulfilment of hunger, the eating experiences are vastly different. Similarly, learning experiences can either be designed to optimise the learning journey or delivered in a quick and easy menu board fashion to fulfil learning needs.

As Master chefs, we incorporated 'blended learning' into a large competitive Stage 1 course where students worked in teams to complete a Problem-Based Learning(PBL) project. To facilitate this and to maximise their learning experience, we designed a **student learning journey map** signposting key points of learning tasks that they needed to complete either online or at PBL workshops. The learning tasks facilitated students with their project and prepared them for the fortnightly PBL workshops.

An anonymous evaluation was done to determine students' perception on the PBL initiative and the online learning resources. Most students found the PBL project helped relate to the lecture content, provided the opportunity to develop leadership, teamwork and communication skills; however, many students don't like the learning journey map interface which required them to follow the map in a step-wise manner. Instead, they prefer the ability to be able to quickly 'shop' for all project-related resources at a 'one-stop shop' akin to menu boards in fast-food outlets.

### Why this topic is important

Blended learning has been gaining popularity in academia not only because of the advancement in new technology but also because online self-directed learning approaches help universities to overcome pressures related to resourcing and constraints with staff availability and physical space (Snart, 2010; Thibaut, Curwood, Carvalho, & Simpson, 2015). However, consideration must be given to HOW we incorporate these new online resources into our teaching. As Donnelly (2006) has pointed out, blending learning is not simply 'uploading' the slides or recording online for the students, but should be designed in ways that align with the course structure and learning outcomes.

This highlights the importance of considering student learning needs and styles when designing new ways of course delivery using blended learning. While we, the Master chefs, may assume that we have 'catered' in a way that maximises the student learning experience, student's priorities appear to be their need to 'feed their hunger' by getting higher marks in the most convenient way.

To maximise learning experience, the student learning journey map was designed to incorporate activities in developing key personal skill competencies, that were not directly assessed. However, students have different aspirations when determining what is best for their learning and prefer direct access to resources that impact their grades, especially in a competitive course. Hence, it is important to find the right user interface design balance for you and your students when planning to deliver your teaching material online using a blended learning approach.

#### How the session will be run (200 words)

The participants will be working on building a LEGO model either WITH or WITHOUT a step-wise instruction sheet as a guide. This places participants in the same shoes as my students when trying to complete their assigned project through following the student learning journey map (step-wise instruction). We will explore participants' experiences and preference in completing the project using step-wise instructions (Fine dining experience) versus those that get to choose HOW and WHAT is needed to complete the project without a step-wise guide (Fast-food experience).

#### Session Structure:

- 10 minutes for presentation about our teaching experience and feedback received from students
- Build your *LEGO* in 30 minutes
  - Participants will be divided into teams
  - They will compete to finish building the assigned *LEGO* model with or without step-wise instruction.
  - Discuss and provide feedback on their experience in building the *LEGO*, while linking the discussion with student's learning style
  - Discuss how we can move forward in 'structuring' our online learning materials in the future.
- Wrap up and Conclusion (10 minutes)

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## Teaching Design Thinking to Non-Designers (unlocking creativity)

Anna Jackson  
AUT

### The Research

From 2019, AUT's School of Art and Design will commence delivery of a Design Thinking minor programme aimed at students interested in developing design thinking expertise to support their major discipline area. While the minor is new, it draws on a decade of learnings from teaching Design Thinking to non-design students in a Design for Business programme.

The Design Thinking programme teaches students to reconnect to their innate creativity and develop capabilities to be innovative and design-led. The aim is for students to develop a more adaptable and growth-orientated mindset that enables them to be more emotionally resilient to tackle life's challenges, respond to complex 21<sup>st</sup> century problems and explore interdisciplinary career paths.

Our research will aim to identify the learning conditions that best support students who may struggle to identify as 'creative' to embrace new cognitive modes of 'being' and 'doing' (Lyddy & Good, 2017) that are collaborative, empathetic, curiosity-driven and experimental. How might we provide a safe-to-fail learning environment that supports students from non-design disciplines to embrace creative challenges and take risks, while also taking responsibility for their own learning journey?

### Why this topic is important

Today's tertiary students face a great deal of uncertainty. Among the many complex social, cultural, economic and environmental challenges unfolding in the 21<sup>st</sup> Century, technological disruption is reshaping the future of work. Navigating these precarious conditions requires the kind of 'disobedient thinking' that not only adapts but extends constraining and challenging conditions (Ings, 2017).

The ideal skills for a rapidly changing world identified in the World Economic Forum's 'Future of Jobs' report (2016) are notably human centred in nature, rather than technical:

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Design Thinking supports the development of this 21<sup>st</sup> Century skillset, directing students to reframe assumptions, develop an understanding of self and other and explore abductive, inventive and critically reflective ways of thinking.

Design Thinking education is Transformational Learning that “transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change” (Mezirow, 2011, p.22). This requires students to deal a degree of discomfort that requires an emotionally safe environment for students as they negotiate uncertainty and ambiguity and embrace new ways of thinking, feeling and acting (Kolko, 2012, p. 83).

However, there is growing awareness that New Zealand’s tertiary institutions often fail to provide students with emotionally safe environments (Gharibi, 2018). It is vital that we, as teachers and researchers, not only examine the skills that students need, but the conditions in which they will thrive.

#### How the session will be run

This research project is in the early stages of development, and we are new to research into learning and teaching. We are eager to explore the potential of this research project with colleagues and draw on both critical knowledge and lived experience. We would like to run this session as an active workshop as follows:

- **10 minute presentation** outlining the programme’s structure & aims and our research objectives
- Three rounds of rapid brainstorming and sharing (10 minutes each round) focused on:
  - **Theory:** What critical perspectives might we engage with?
  - **Methodology:** What are the possibilities for designing the research project?
  - **Ethics:** What are the ethical considerations involved in this research and how might these be addressed?
- **5 minutes summative feedback** in response to the proposed research topic: I like, I wish, I wonder (feedback via post-it notes):
  - I like: what do you like about the ideas presented?
  - I wish: what do you think should be altered/reconsidered, added?
  - I wonder: what possibilities, ideas or questions do you have about this project?

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<b>Educators, service providers or professional leaders?</b>
Paul Kane University of Otago
<b>The Research</b>
<p>I am currently a PhD candidate, investigating the principles behind the design of a curriculum for health professionals. It is clear that any such curriculum has to respond to the expressed needs of a variety of stakeholders. These will include but not be limited to: educators, educational institutions, a professional body or bodies, regulatory bodies, industry, students and clients of the profession. One question which has arisen, has been around the weighting given to each of the voices of the various stakeholders in a bid to prioritise what can be conflicting expressed needs. The next question to emerge then is, whose voice should take the lead in shaping the educational experience of students preparing to enter the profession? As specialists in providing that experience, should priority be given to the educators? Or, is their role simply one of providing a service shaped by the needs of the stakeholders? There is no clear answer in the context of this candidate's professional grouping (one that is still emergent in the New Zealand setting) and recent developments overseas have seen some elements of the health sector attempting to drive a return to an industry-led, apprenticeship type model of education yet still based on a University campus. A discussion is sought on the reflections and positions of delegates from all disciplines.</p>
<b>Why this topic is important</b>
<p>A higher education experience has increasingly become a hallmark of professional groupings. That in itself sees the emergence of a new branch of each profession, the professional educator. Straddling the apparently diverse worlds of professional education and professional practice is problematic. Teaching and learning inherently demand ongoing change, as does reflective practice, another hallmark of professional groupings. Change happens when there is opportunity, motivation and capability. Arguably if professional educators are not part of a profession's leadership, the subsequent reduction in capability will nullify any opportunity or motivation. Therefore, establishing the appropriate position of professional educators with regards to their colleagues in practice seems a useful principle to explore. The health disciplines are not unique in regard to this question and the topic should be of interest to any delegate whose students are preparing for a career in professional practice.</p>
<b>How the session will be run</b>
<p>After an outline of the research question (above), the session will aim to facilitate discussion. That discussion will be managed according to numbers attending.</p>

A larger number will be split into small groups of 3-4 and use prompt questions to guide but not restrict discussion. If smaller numbers attend, then that whole group can discuss (but not be limited by) the prompt questions together.

As an opening exercise delegates will be asked to briefly share their ideas concerning the differences between a professional education programme and a non-professional aligned programme.

Prompt questions will include:

In your department or institution, how do you go about making collaborative decisions regarding programme content or outcomes?

Can you tell us about the level of freedom you experience with curriculum design?

Can you tell us about any process of stakeholder identification you or your institution engages in?

Even if your programme is not designed with a specific profession or career pathway in mind, can you tell us about any stakeholder consultation you or your institution engage in?

If the programme you teach on is designed with a specific professional grouping in mind, is there a course accreditation process required? Can you tell us about that?

## **Academic Learning Support Expectations of International Tertiary Students studying in New Zealand from Private Training Establishments (PTEs)**

Rajbinder Kaur and Farhad Bashar  
UUNZ Institute of Business

### **The Research**

The purpose of this research is to understand the expectations of geographically and culturally diverse international tertiary students, attending a Private Training Establishment (PTE) in New Zealand. The trends observed from the existing academic learning support programme offered by the PTE reveal that expectations of tertiary students vary from year to year. Possible factors that impact on learner's expectations include academic curriculum, duration of the study, cultural background, approach to formal learning, length of stay in New Zealand, long-term goals upon completion of studies and proficiency in the English language.

This research will take the form of pre-test, intervention, and post-test to gather self-reported student expectations about both traditional learning environments (TLE) and virtual learning environments (VLE). An expected outcome is to establish a link between TLE and VLE (McLelland, 2010) to fulfill learner expectations.

The key challenge for a PTE is to manage the simultaneous complexity of learning support needs from diverse students. Through this study, the authors will investigate the existing gaps of the PTE's current learning support systems; what improvements can be initiated to match best the students' expectations; and what the optimal combinations of academic support through teacher-directed learning, co-operative online group learning, structured digital peer interaction and individual self-directed learning to facilitate their learning cycles may be. The authors expect that the use of digital support learning resources, modified teaching role and ICT alignment with PTE's curriculum goals can optimise student expectation, motivation and accomplish the PTE's institutional objectives.

### **Why this topic is important**

This topic is important as it will present insights into the complex and evolving learning support expectations of international tertiary students in New Zealand. An understanding of the factors that contribute towards the learner's expectations is crucial for the PTE, to incorporate alterations in the current academic learning support. This awareness will create a pathway for sound student experiences and an all-around academic growth and professional development of the key stakeholder. Another area which this study will explore is the blended learning that can be incorporated in the learning environment of the PTE.

In addition, this topic will enhance the possibility of further research, to evaluate whether these international tertiary students are ready to face the challenges of the New Zealand job market upon completion of studies. It will be interesting to understand, if the international tertiary students have been successful in gaining specific skills as

independent learners during their academic tenure at a PTE and if the same fulfill the New Zealand employer's requirements.

#### How the session will be run

The session will start with a brief power point presentation to give background information.

The pre-test, intervention and post-test model used for this research will be trialled with the workshop participants.

Feedback from participants will contribute to the final design for this research that will be conducted in 2019.

## Towards a taxonomy of e-learning strategies for higher education lecturers

Joyce Koh  
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### The Research

While e-learning can generally be understood as the use of electronic sources to facilitate learning (White, 1983), technological developments have resulted in a continual evolution of e-learning strategies. A review by Aparico, Bacao, and Oliveira (2016) reveal as many as 23 different conceptions of e-learning, including the earlier forms of distance learning to more recent methods of blended, flipped, and Massive Open Online Courses (MOOCs). This research develops categorizations of e-learning strategies implemented in higher education courses and their defining instructional characteristics through a systematic review of 101 journal articles published between 2005 and 2018 that describe higher education e-learning strategies and their learning outcomes. It addresses the problem where the instructional elements of e-learning strategies that influence student learning outcomes cannot be clearly pinpointed and compared when e-learning strategies are loosely termed as “online” or “blended” (Bernard, Borokhovski, Schmid, Tamin, & Abrami, 2014).

This systematic review derived three broad categories of e-learning strategies in the supplemental blended, replacement blended and fully online mode. Within each category, different strategies exemplify how lecturers use online resources, implement active learning strategies, engage students’ authentic problem-solving, and support social interaction with online technologies. The multifarious nature of e-learning can make it daunting for lecturers to navigate the large variation of technology tools and approaches. This session explores the feasibility of using these categories as a taxonomy for guiding the e-learning design of lecturers.

### Why this topic is important

The globalisation of higher education institutions has made e-learning a conduit for expanding student enrolment beyond the brick and mortar classroom as well as a means for improving student engagement and learning (Brennan, Broek, Durazzi, Kamphuis, Ranga & Ryan, 2014). In many higher education institutions, engagement in e-learning is slowly becoming a given expectation for lecturers but the wide array of technology tools has led to huge variations in lecturers’ approaches to e-learning (Benson & Kolsaker, 2015; González, 2012). In a review of 47 higher education studies, Kirkwood and Price (2014) found about 70% of the studies describing the use of technology to replicate current practices or to supplement current practices with more resources or tools. Only about a third of the studies show lecturers using technology as a means to transform pedagogy for deep and authentic learning.

With graduate employability being used as a university ranking criteria (Kneale, 2008), the call for higher education institutions to better prepare students for their professional practice could not be stronger (Brennan et al., 2014). It is critical that lecturers do not just adopt e-learning for surface-level technology integration but are supported to use e-learning strategies towards deep and authentic learning experiences. The development of a taxonomy of e-learning strategies that is understandable and applicable from lecturers' perspectives is a crucial first step for structuring e-learning professional development in higher education institutions.

#### How the session will be run

This session seeks to understand if the taxonomy derived from literature review is able to support the ways through which higher education lecturers enact e-learning in their day-to-day teaching practices. The session will be structured as follows:

1. Overview (15 mins) - The presenter will provide a summary of the categories of e-learning and their defining features as derived from the research
2. Small group discussion (20 mins) – Participants will be asked to examine the taxonomy in groups of 3-5, supported with the following guide questions:
  - a. Share your e-learning practices with each other. Which strategy did you use from the taxonomy?
  - b. Do the strategies outlined in the taxonomy capture your e-learning practices? Which aspects have not been considered?
  - c. Do the strategies outlined in the taxonomy provide new insights for your design of e-learning? What may these be?
  - d. Do you think a taxonomy would be needed? Why or why not?
3. Open discussion and consolidation (20 mins) – The presenter will facilitate participants to share their insights and comments; and consolidate the key points derived from the discussion.

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## Scripting fictional dialogues as an activity for learning, teaching, and research

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### The Research

The proposed session will revolve around scripting activities – an innovative learning-and-teaching format that is suitable for any tertiary classroom and for a wide range of purposes. In scripting activities, learners are provided with an engaging beginning of a fictional dialogue between Teacher- and student-characters around a perplexed disciplinary issue; the learners are requested to continue the dialogue towards the resolution of the issue.

Initially, scriptwriting has been introduced by Zazkis, Liljedahl and Sinclair (2013) as a tool for exploring and promoting knowledge of mathematics teachers. To teachers, scriptwriting allows to exhibit their professional competencies through Teacher-character and to promote these competencies through verbalizing possible confusions via the voices of student-characters. To researchers, the created scripts provide a window into the scriptwriters' mathematical understanding of concepts and claims, their anticipation of student difficulties, and their pedagogical sensitivity in helping students.

The growing number of studies that have been using scripting tasks evidence that the potential initially spotted by Zazkis et al. (2013) may be transferable to a variety of learning settings, disciplines, and aims. This potential and transferability will be discussed with the participants of the session, who will engage in a critical examination of scripting tasks as a tool for learning, teaching, and research.

### Why this topic is important

Nowadays, the calls for active learning and learner-centered teaching has become so loud, that they find their way into official documents of many universities. Research and practice, however, show that many tertiary teachers are reluctant to realize these calls and that traditional lecturing practices still dominate higher education as they probably did when the reluctant teachers were students (e.g., Bressoud, Carlson, Mesa, & Rasmussen, 2013).

My point of departure in the proposed session is that the complexity of changing some well-established university practices is not uniform and it varies alongside the resources that need to be invested for promoting a particular change. From this standpoint, scripting activities may be considered as a worthwhile educational resource as it provides learners with an opportunity to deepen and enhance their disciplinary knowledge through a creative work. From the teaching perspective, scripting tasks can be embedded in regular homework assignments and they are flexible enough to allow teachers to tailor the tasks to the current learning objectives. Research-wise, a growing number of studies that were carried out with the focal tasks (e.g., Kontorovich & Zazkis, 2017; Zazkis & Herbst, 2018;

Zazkis et al., 2013) evidence that the scripts that learners produce may constitute insightful data for analyzing their disciplinary thinking and understanding. This provides an organic opportunity for tertiary teachers to engage in researching learning processes that take place in their own classrooms.

#### How the session will be run

The session will be run in a participational and discursive manner.

In the first part (~10 min), scripting tasks will be introduced, and the participants of the session will be requested to engage in one of them. Some of the participants will work on a task individually and some collaboratively, some will script through writing and some will be asked to enact the script through playing different roles. This part is aimed at providing the participants with a rich variety of first-hand experiences in coping with the scripting activity.

In the second part (~15 min), examples of scripts generated by tertiary students will be distributed among the participants with a request to attend and interpret scripts' features. This is where the participants' disciplinary experiences and backgrounds will be leveraged to delineate and discuss possible research questions and learning-and-teaching aims that could be tackled with scripting tasks.

In the last part (~15 min), I will share preliminary findings from an ongoing research study to illustrate how scripting tasks could be used in research and practice. This part will be accompanied by a critical discussion of using scripts for assessment and research purposes.

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<b>Innovation in teaching for employability</b>
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<b>The Research</b>
The development of graduate and employability capabilities requires innovative teaching approaches that not only develop knowledge, but also skills and attributes (Artess, Mellors-Bourne, & Hooley, 2017; Penttinen, Skaniakos, & Lairio, 2013; Yorke & Knight, 2004). Yet, an exploratory study with 20 teaching, career development and academic development staff members from several NZ tertiary institutions revealed significant challenges to implementing sustained changes to teaching practice. Challenges include: lack of understanding and awareness of employability; lack of strategic direction, guidance and support; and lack of resourcing and staff capability. From this study, a theoretical framework that draws on implementation and behavioural change theories (Atkins et al., 2017) and activity theory (Engeström, 2001) was developed to identify specific enablers and constraints to teaching for employability.
<b>Why this topic is important</b>
Several factors have driven the need for more innovative teaching approaches. At a political-economic level, policymakers and employers alike are demanding graduates who can contribute to innovation and economic development (Arora, 2015). Students are also demanding an education that equips them well for their future lives and careers (Blackmore et al., 2016). Increased internationalisation of higher education also provides more choice and opportunity for students which, as a result, creates pressure for higher education institutions to promote their value in terms of how well their degrees prepare students for their future lives and careers (Artess et al., 2017). It is vital that we respond to these drivers but effective curriculum change is challenging. This topic is important as it prompts participants to consider how they might innovate their teaching practices. It provides a forum for participants to share and disseminate their teaching practices.
<b>How the session will be run (200 words)</b>
This session invites participants to explore enablers and constraints to innovative teaching practices with the view to developing small but impactful changes that can be implemented.
00-05    Introductions and background
05-15    Small groups of 3-4 consider a teaching innovation
15-20    Introduce framework
20-35    Participants use framework to identify specific enablers and constraints
35-50    Share with group, share thoughts on framework
50-55    Wrap up and close

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## Show me and I will understand: The use of exemplars in a tertiary setting.

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### The Research

With increasing pressure on tertiary teachers to achieve better results with students who have increasingly diverse learning needs, is the use of authentic student exemplars part of the answer? This presentation will discuss the preliminary findings of a small study in a large multi-cultural tertiary institution, on student perception of the use of exemplars.

The study was an interpretive, qualitative case study consisting of two aspects: a study of the teacher's (my own) use of exemplars and a study of 43 students' perceptions of the use of exemplars. Data were gathered through, firstly, a teacher planning journal and a researcher reflective journal. Students' perceptions and experiences were gathered through a short anonymous survey following each exemplar use and post-course interviews with seven volunteers from the 43 students in two classes.

The study showed that not only was the use of exemplars very helpful to their studies, but the students applied lessons from the exemplars in a number of ways. Moreover, somewhat unexpectedly students reported higher levels of confidence and increased motivation as a result of using exemplars. Despite the very positive reactions by students to the use of exemplars, the study highlighted a number of issues that included implications for teachers and teams in their planning before incorporating the use of exemplars into their teaching practice.

### Why this topic is important

The world-wide trend to open up Higher Education from traditionally the preserve of the elite to non-traditional groups has led to a rapid increase in the number and type of students taking part in post-compulsory education (Dawson, Charman, & Kilpatrick, 2013). Changes in the composition of the student body have resulted in concomitant challenges for teachers (Biggs, 2012; Brown & Marshall, 2012).

In addition to grappling with changes to the student body, HE institutions have become increasingly concerned about retention rates at both the individual and group level. Related to student retention and success is the issue of student engagement. A considerable body of research is and has been focussed on student engagement in HE (Zepke & Leach, 2010).

One way of encouraging engagement and thus contributing to increased retention and success is to adopt Assessment for Learning (AFL) into one's teaching practice. AFL is the employment of an interrelated group of strategies by both teachers and students to discover where students are in their learning; how they got there and how they can move forward.

One of the AFL strategies is the use of authentic student exemplars. (Sadler D. R., 1989). Recent research identifies the rationale for the successful use of exemplars to improve student learning (Wimshurst & Manning, 2013; Payne & Brown, 2010; Scholes, Huxham & MacArthur, 2012). Further, a number of studies are supported by quantitative data which showed improved student performance following the use of exemplars (Huxham & MacArthur, 2012; Newlyn & Spencer, 2010; O'Donovan, Price, & Rust, 2003). However, there is little qualitative data about student perceptions of the impact of exemplars on their learning or their level of engagement. This study sought to investigate the area of student perceptions of the use of exemplars particularly in the deconstruction of assessment requirements.

#### How the session will be run

1. The facilitator will begin with a brief overview of the literature on the use of exemplars in the context of (AFL) Assessment for Learning. AFL and exemplars will be defined as in the literature. The context for the study will be described- a small study in a large multi-cultural tertiary institution, first semester business students. The aims of the course in which the study took place will be outlined. **(10-15 minutes)**
2. Participants will take part in a replication of one or two of the activities that the researcher conducted with her own class to allow the participants to have an authentic student experience of using exemplars.
  - a. Activity A participants will read four short paragraph test answers written by students, answer questions about each paragraph and share with the rest of the group. Following a short period of reflection on the activity, the facilitator will elicit reactions from the participants as to their perceptions of the task and share perceptions from the research with her own students **20-30 minutes.**( depends on the size of the group)
  - b. Activity B participants will complete the next stage of the exercise that students carried out, if time allows. **(10 to 15 minutes)**
3. In small groups participants will be asked to consider any pedagogical issues and implications for teachers who are considering the incorporation of exemplars into their teaching practice. These will be shared with the wider group.
4. If time allows some of the findings from the article published as a result of the research will be outlined briefly (Hawe, Lightfoot & Dixon, 2017). **(1-5 minutes).**

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## Facilitating Reinforced Learning through Personalization

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### The Research

In many disciplines, students learn by practicing tasks which are subsequently assessed using problems that are similar to those used to practice. However, it is very time-consuming for teachers to create large banks of similar questions for practice and assessment. Such data banks can also result in students engaging in unproductive strategies, such as memorizing answers to questions and copying the answers produced by their peers. This session reports on our research and experience around how we use personalization as a means to repeat assessment-style activities to strengthen and reinforce student learning without placing an unreasonable burden upon the teacher.

In a personalized assessment, each student gets an individual version of the assessment that is different from that of any other student. Generating and grading personalized assessment is difficult unless we are dealing with a very small class. To employ personalized assessments in large classes, we developed a system that automatically generates personalized assessments within defined constraints [Manoharan 2017]. The system is not only used for assignments but also for conducting personalized examinations and in-class tests. Generation and grading of the assessment are completely done through software so that the approach scales to very large classes.

While the system was developed in order to stop blind copying of assessment solutions, the automation allows us to repeat assessment activities at little cost and therefore enable a student to learn concepts they missed out on, and subsequently improve their score.

There are two distinct types of assessments we typically use: take-home assignments and in-class multiple-choice tests. The personalization system supports both. And in both types, we allow the student to repeat the assessment. In a take-home assignment, they are given the opportunity to obtain a provisional grade and based on the provisional grade they are free to submit a solution for final assessment. Similarly, a test is conducted twice with similar (but personalized) questions, and the students are able to potentially better their scores the second time around. We will discuss our experience with the system such as its ability to reinforce learning and not promote rote learning, and its perceived effectiveness.

### Why this topic is important (250 words)

Collectively staff and students spend an enormous amount of time preparing or executing activities related to assessment. Therefore, maximizing the learning potential of

assessment is both relevant and important. Repeating an assessment activity encourages students to learn the concepts they missed on their initial attempt. However, such repetition comes at a cost of having to set a similar (but not the same) assessment. Automation that results from personalization allows us to repeat without incurring this cost.

#### How the session will be run (200 words)

This session will encourage attendees to reflect on and share their experiences on their perception of how assessment helps students in their teaching practice, and discuss the means employed to maximize the effectiveness of assessments.

1. The session will begin with an introduction to the process of developing personalized assessment questions. The participants, in order to engage with the topic, will attempt some personalized assessment activities. (20 mins)
2. Participants will discuss how the activities can be repeated to enhance learning and the pros and cons (with particular attention to positive learning and rote learning). (15 mins)
3. Group discussion, reflection, and report back on the results of the session. What was learned? What will we take away? (15 mins)

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## A Trialling and Anticipation of Personalised Student Messaging at Scale

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### The Research

In recent years the use of learning analytics has developed significantly, particularly in relation to tracking student behaviour. However, the adoption of analytics to improve student engagement and learning presents a challenge. Students can be given data in relation to their ongoing performance or actions, but they may not be adequately prepared or motivated to interpret such data.

Feedback by teachers plays a key role in relation to the learning experience. With large student numbers in many university courses, giving meaningful, personal, feedback informed by learning analytics, is a challenge. In addition, there is also the issue of the practical and technical barriers in relation to teachers accessing and using analytics tools.

OnTask is an open source software tool, developed by the University of Sydney in collaboration with 5 other leading universities, which gathers and assesses data about students' activities throughout a course and allows teachers to design personalized and scalable feedback with suggestions about their learning strategies. It therefore has the potential to take into account teacher knowledge of the complexity of the particular learning context in the interpretation of data and the particular feedback given to students.

In this session, I will present preliminary reflection and informal research on my use of OnTask in a second year degree course of 95 students. During the course, two personalised emails were sent with information, suggestions and advice created on the basis of data sourced and analysed from the Learning Management System and from an online in-class quiz. The most significant impact of these two personalised messages appeared to be in relation to student perception and appreciation of my interest in their academic success, and my efforts to increase the chances of their success.

This preliminary research is a precursor to a larger scale project in 2019 which will investigate how a tool such as OnTask might be used to enhance student experience and success on a large 800-1,000 Level 1 compulsory course. This project will be undertaken as part of my University of Auckland CLear Fellowship for 2019. The research will analyse student output data across course iterations (focusing particularly on LMS engagement and tutorial participation), in addition to using student questionnaires and focus groups to assess impact on student engagement.

### Why this topic is important

Universities and other tertiary education institutions are feeling the increasing pressure of measuring their effectiveness, particularly in relation to Government funding. In a culture of widening participation, student success and retention are key objectives.

According to the Tertiary Education Commission, in 2017 the average first year retention rate for New Zealand universities was 78% and the undergraduate cohort-based qualification completion rate (6 years) was 65%. This former figure is one of the lowest completion rates in the OECD.

The contemporary context of higher education, with increased student numbers and greater demands on teaching staff, means increased pressure in relation to issues such as effectiveness, success and retention. Maintaining and creating opportunities for genuine engagement between teachers and students is increasingly difficult. The learning experience is becoming progressively depersonalised. This is particularly manifest in large first year classes which are often compulsory and a prerequisite for progression to the next level. In these classes new students can often feel disconnected and overwhelmed.

However, along with these challenges there has also been a significant, and sometimes overwhelming, increase in learning analytics data available to teachers. Such data potentially gives teachers detailed insight into individual student engagement habits and behaviour.

It is well accepted that student support is a key factor in relation to student engagement and success. However, as noted, due to large class sizes and heavy workloads teachers providing such support is a challenge. The irony of the situation is that teachers potentially have more information about students than ever before, but lack the capacity to use that information to support students.

Recently developed software technology, such as OnTask, allows teachers to access, select and use learning analytics data to create at scale personalised messages to students which can give action-oriented feedback in relation student engagement, at the levels of task, learning process and self-regulation. This use of technology therefore has the potential to provide meaningful and personalised teacher-student interaction and support, which will have a beneficial effect on student success.

### How the session will be run

The goal of this session will be to:

- Present my preliminary reflections and informal research on the use of the OnTask personal messaging tool
- Gain feedback on the timing and content of the personalised messages which were sent out during my trailing of OnTask in Semester 2 2018

- Gain feedback on a research proposal and plan to use OnTask in a large scale class (800-1000 students) over two semesters in 2019

In the first 10 minutes I will briefly outline:

- How the OnTask tool works
- Student responses to the personal messages sent out through OnTask
- Conclusions from my reflections on my use of OnTask and the student responses
- 2019 research project methodology

This will be followed by group feedback and discussion centred on the two personalised messages I sent in my trailing of OnTask in Semester 2 2018. Participants will be given copies of four variations these messages.

I will then briefly outline my research plan for the use of OnTask in a large scale first year class (800-1000 students) over two semesters in 2019, and seek specific feedback with discussion on the key issues. I will be seeking applied insight from experience of student support and engagement in relation to large classes.

The session will not only provide a space to discuss issues relating to the student support in large and the use of technology; it will also provide an opportunity to gain feedback from participants that will assist in developing research ideas and methodology.

## Exploring the pedagogy in transition: An examination of Transition Pedagogy in the pre-degree space

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### The Research

Transition Pedagogy (TP) is generally presented as a collection of interrelated principles, related to diversity, engagement, and evaluation purporting to inform first year curriculum design with intention to support students' transition into Higher Education (HE). The term 'Transition Pedagogy' is noted as first entering the discussion around supporting students in higher education (HE) in 2005 (Kift, 2015). This research examines the concept of TP in higher education. To do this I conducted a small-scale scoping project exploring notions, implications, and applications of TP in a regional Australian university, in particular in the pre-degree space. The aim is to conduct a more comprehensive, larger scale research project. The initial project employed a qualitative case study methodology informed by an interpretivist paradigm. Semi-structured, face-to-face interviews were conducted with university lecturers and student support staff, all of whom work within and across learning support and wellbeing. The key research question addressed whether or not understandings and enactments of TP differed across these roles – all of which focus on supporting student transition and success. Key themes identified include: understandings of TP, enactments of TP, contestation and dissent regarding TP in action, in conjunction with questioning of the pedagogical clarity and visions of TP. Emergent areas for further investigation are resilience, community, and a (re-)centring of the classroom and pedagogy. I argue that TP, and its current enactments, make some assumptions regarding individuals in the pre-degree space and some examination of these assumptions and implementations of TP is validated.

### Why this topic is important

Pre-degree spaces (diploma and bridging courses) have been introduced by higher education institutions in response to government-driven widening participation agendas in Australia. In this research, the inclusion of pre-degree courses as a part of higher education is in reference to the Australian context, where Higher Education Participation and Partnerships Programmes (HEPPP) are established. It could be argued that this is also applicable in the New Zealand context where pre-degree courses are situated within, and offered by, tertiary institutions. The enactment of widening participation agendas is a complex undertaking as people engaging in pre-degree courses are often viewed as 'non-traditional' students (in itself a contested term). While TP was not conceived as a framework to serve widening participation, it does purport to enact many of the principles associated with pre-degree programs and students. TP was conceived to address and mitigate high levels of attrition in First Year in Higher Education (FYHE) cohorts. In actuality, pre-degree students are FYHE students so the application of TP in this context appears manifestly appropriate. A key concern for those working in the field is that enactments of TP do not appear to have been widely scrutinised or explored (Taylor & Harris-Evans, 2018; Gale & Parker, 2012) and the pedagogy involved with such

enactments is worth investigating. Despite much institutional investment, attrition rates are not shifting significantly, if at all (Harden-Thew & Dean, 2015). Ultimately, a call to re-examine implementations of TP, with a particular focus on pedagogy – defined as the art and craft of teaching (Kemp, Blake, Shaw, & Preston, 2009, p.105) appears timely and useful. Given the high stakes involved for students and institutions, the roles pedagogues play in supporting students through successful transitions and experiences of HE need to be explicitly and thoughtfully considered in implementations of any pedagogical framework. Deeper understanding of what practitioners do, and what works for students, will allow for more appropriate supports and practices to be implemented.

#### How the session will be run

Participants will be introduced to the concept of TP and the scoping project I have worked on (10 minutes). Participants will then be asked to engage in a structured group discussion, run in a workshop format, to discuss instances of TP or similar in their own institutions. Participants will be asked to consider the types of structures and frameworks they are aware of that purport to support students transitioning to, and between stages, of tertiary education. In addition, participants will be asked to explore and discuss the findings of the scoping project; in particular, notions of resilience, community, and the art and craft of teaching. These discussions will centre on the findings of the scoping project and how they may apply in a tertiary institution (20 minutes).

It is proposed that the session structure will respond to the number of participants: A large group will be broken into smaller groups for the discussion/workshop portion of the session. These groups will then re-join to share the key elements of their discussion with the larger group. A small audience will simply be run as one group workshop. Final discussion and questions/observations will be addressed as a conclusion (15 minutes).

## Using Facebook to create a community of learning to aid successful tertiary course completion

Jaintri Mudliar, Te Wānanga o Aotearoa  
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### The Research

This research examines the use of Facebook (FB) to create communities of learning for successful tertiary course completion. Educational institutions have invested significantly in FB (Fayza, 2017). To date, our scholarly knowledge about the use of FB for learning is silent in the area of lower-level tertiary courses. The research conducted to date has mostly concerned universities and high schools (Chiroma, et. al., 2017). Even though many studies have been conducted on FB and learning, the majority of those studies have not compared learning outcomes between FB-using and non-FB-using classes (Chiroma, et. al., 2017).

To fill this knowledge gap, the author conducted a study on the use of FB to create a community of learning to aid successful tertiary course completion. The research was conducted at Te Wānanga o Aotearoa (TWOA) using two classes delivering the same course, with one class using FB for learning and the other class not using FB. The tutor and approximately five students from each class were interviewed to collect data. In addition, four more tutors were interviewed: two who have been using FB for learning for their classes and two who have not used FB for their classes. The FB group page for the class that used FB was also analysed using qualitative content analysis.

The study found that the use of FB to create a community of learning does, indeed, enhance successful course completion. The presentation will outline the major benefits identified in the findings. It will also detail the limitations of the use of the social networking site for tertiary teaching and learning. The most problematic of these issues are security concerns, which are growing in salience following the major security problems that have affected FB recently.

### Why this topic is important (250 words)

This topic is important because of the growth of FB, and its integration into many tertiary courses. Due to its popularity and the ease of access that it enables, many educators are using it as a learning tool. Also, communities of learning (such as the ones created on FB) are becoming important for successful course completion, as they help with relationship-building and the creation of bonds amongst learners (Lam, 2012). These communities provide safe spaces for learners to communicate with each other and seek support (Amodor & Amador, 2014).

This study is also important because it fills current knowledge gaps about the use of FB in tertiary teaching and learning. As noted before, there is a lack of research on this topic outside of university settings. Learners' approaches to FB and the learning environments



are different for vocational, certificate- and diploma-level courses in comparison with mainstream academic (and especially higher education) courses. There are tutors at TWoA who use FB for learning purposes, but no relevant data has been collected in relation to such tutors.

The research is also important because FB can serve as an additional tool for educators to help learners complete their courses successfully. This is because FB is a free platform that has most of the features of a LMS. However, educators need to know how to deal with security-related issues (concerning privacy, confidentiality and copyright, for example) in order to use this space carefully and safely.

#### How the session will be run (200 words)

The session will start with short presentation featuring an overview of FB and its use in learning. It will introduce the topic and highlight some of the research that has been done in this area. The next part of the session will be group / pair discussions about the use of FB for learning and the issues related to it. The discussion will focus particularly on current, important security concerns. Next, the presenter will outline the results of the study. This will be followed by further discussion, in which participants will be given opportunity to share their thoughts about the topic.

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## Effective written feedback comments: What do they look like and are we providing them to students

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### The Research

Written feedback is an important part of the education process, and it also has a significant influence on learning (Black & William, 1998; Hattie & Timperley, 2007; Higgins, Hartley & Skelton, 2002). But what is it that makes written feedback comments effective? This session will briefly highlight findings from a small doctoral study that looked at the consistency and effectiveness of written feedback provided by markers in a tertiary setting. It will promote discussion around what effective written feedback looks like, how we can provide feedback like this to our learners, the barriers we may have in doing this, and how we may overcome those barriers. The definition for effective feedback is based on criteria identified from Hattie and Timperley's (2007) theory of effective feedback. This criteria and the developed definition will be used to form the basis for the initial discussion.

The data being used in this session comes from a small doctoral study completed in 2018. This study coded written feedback comments collected from five student assignments marked by the same five markers in one study, and four student assignments marked by the same four markers in a replica study. Results showed that less than 1% of the written feedback comments provided by the markers were classified as effective. Most feedback comments provided by markers were simple and short, not providing the learner with information that would be considered effective.

### Why this topic is important

Providing effective written feedback to learners is important. As Carless et al. (2011) and Hattie and Timperley (2007) argue, feedback that is effective provides gap-altering information to the learner. Gap-altering information has an impact beyond the immediate task, so is useful for the learner in the future (Hounsell, 2007, as cited in Carless et al., 2011).

Gap altering information is defined as information that tells learners not only what and where the gap is in their work, but more importantly, tells them how to reduce or close the gap by advising them of what can be done to improve (Walker, 2009). Carless et al. (2011) and Hattie and Timperley (2007) suggest that gap-altering information facilitates self-regulation in the learner, which means that learners can monitor and then re-construct their own work independently. Reconstruction allows learners to re-think both the form and content of their written work so as to become independent writers.

Evidence in literature shows that gap-altering information is often not being provided to learners. Students report wanting feedback that provides gap-altering information, but also report that feedback of this type is often not being supplied (Bevan et al., 2008; Hounsell, McCune, Hounsell & Litjens, 2008; K. Hyland, 2013; P. Hyland, 2000; Lizzio & Wilson, 2008; Pokorny & Pickford, 2010; Poulos & Mahony, 2008; Walker, 2009; Weaver,

2006). This is one of the reasons for this discussion. It is hoped that through discussion, awareness about feedback can be raised to help markers provide more effective feedback to students.

#### How the session will be run

The presenter/facilitator in this session will:

1. Offer a brief introduction to the topic using power point (5 minutes).
2. Ask participants to meet in small groups to come up with criteria they feel are important in an effective written feedback comment. An open discussion will follow and a consensus of important criteria will be established (10 minutes).
3. Present an outline of the many ways that effective feedback is defined in literature, including the specific definition being used for this session (7-8 minutes).
3. Present examples of effective written feedback comments being used in practice, and also present examples of what is known as simple feedback, the sort of feedback often provided by markers (7-8 minutes).
4. Facilitate further discussion around the barriers to providing effective feedback to learners and how these may be overcome. Discussion in groups will be framed around the following:
  - In your area of practice/your discipline, what barriers do you see in providing effective written feedback to learners?
  - How could these barriers be overcome? (10 minutes)
5. Collect and summarise the conclusions from the second discussion (5 minutes).
6. Come up with recommendations or potential areas for research development to close the session (5 minutes).

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## Service-Learning in Higher Education: Conceptions, Practices, and Possibilities in Viet Nam and New Zealand

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### The Research

The term *service-learning* has appeared on the horizon of Vietnamese higher education in the past decade. Service-learning is defined as a form of civic engagement that has an experiential and academic focus. It occurs within specific courses in which students engage in solving community problems, often defined by themselves, not only to enhance the knowledge they learn from diverse subject areas but also to develop their lifelong citizenship knowledge and skills. Service-learning happens through not only discussions and presentations but also formal reports and structured reflections to achieve measurable learning outcomes. This form of experiential learning is expected to respond to the dreams of the Vietnamese nation by producing young graduates who possess the expertise and ethics to meet Ho Chi Minh's socialist ideology "*Vừa hồng, vừa chuyên*" and who are better prepared for an increasingly modernised and globalised work-force (Ngo, Lingard, & Mitchell, 2006)

Taking a case study approach, my research uses semi-structured interviews and document analysis to investigate how service-learning has emerged, and is conceptualised and practised in four universities in Viet Nam. Conversations with 41 university stakeholders, including rectors, deans, community agents, teachers, students, and Youth Union leaders, have revealed that both opportunities and challenges are present in the practice of service-learning. This data has been analysed using thematic analysis. Chen's (2010) concepts of *geo-colonial historical materialism*, *inter-referencing*, and *critical syncretism* provide the theoretical orientation to observe how the stakeholders have negotiated, and in some way gone beyond, difficulties to sustain their local context.

### Why this topic is important

Internationally, civic engagement in higher education has been the subject of much debate in the past few decades. While an increasing amount of information about service-learning can be readily found in public media, it appears an under-researched aspect of Vietnamese higher education.

My research contributes to the Asian regional literature where service-learning practices are influenced by a range of Western and non-Western ideologies (Kusujarti, 2011). Viet Nam is no exception. The socialist and one-party state, the influence of Confucianism, the remnants of colonisation, and a market economy are likely to have shaped approaches to service-learning in Vietnamese higher education. This study investigates these and other influences on the nature of service-learning in Viet Nam, and considers how service-learning could be conceptualised to reflect the Vietnamese context.

By studying service-learning in Viet Nam, I aim to develop a conceptual framework that does not rely only on Western conceptions. My emerging findings reveal that Vietnamese universities are practising service-learning in exciting ways. This session will enable me to find out how these practices compare with what is happening in New Zealand tertiary institutions. This will help me to critically reflect on global influences on civic engagement policy in higher education and my development of a conceptual framework for Viet Nam.

#### How the session will be run

10 minutes: Group discussion on conceptions of service-learning in New Zealand tertiary institutions. First, participants will work in groups to share their own experiences with service-learning (either as teachers, students, or administrators) and to identify various conceptions of the practice. Then, each group will produce a list of conceptions of service-learning

10 minutes: I will present my research findings, focus on the conceptions of service-learning in Vietnamese higher education.

15 minutes: Four case studies of service-learning in Vietnamese universities will be given to four groups of participants who will discuss to answer the problem questions associated with each case study.

15 minutes: Group discussion on the possibilities for service-learning in Viet Nam and New Zealand – What can we learn from each other’s context? What conceptions are shared? What conceptions are different? What prominent problems are there in each country and how might these problems be overcome?

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## Re-thinking Critical Thinking

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Victoria University of Wellington

### The Research

We discuss how we developed a new way of conceptualising course design processes, inspired from Sumsion, Jennifer, & Goodfellow, Joy. (2004). Identifying Generic Skills through Curriculum Mapping: A Critical Evaluation. *Higher Education Research and Development*, 23(3), 329-346. and Davies, M., & Barnett, R. (2015). *The Palgrave Handbook of Critical Thinking in Higher Education*. New York: Palgrave Macmillan. The template is the result of work from two research assistants working on a teaching grant whose goals included:

- 1) Develop cohesive course content with clear and easily identifiable teaching units to support the division of course content amongst multiple teachers
- 2) Develop an overall narrative structure that unifies the course across the individual teaching units
- 3) Develop an assessment structure that supports the demonstration of the skills learned in each teaching unit
- 4) Develop content which responds to the two major pedagogical challenges in modern critical thinking:
  - a) the problem of skill transfer - students master theory and practice in the classroom but do not apply the skills in everyday or personal contexts
  - b) the problem of inclusion - much of the current pedagogical content is constructed from a position of Anglo-American male privilege and targeted at those who have it also
- 5) We offer our reflections on the process of course design for cohesion, skill transfer and inclusion - challenges that are shared across many disciplines.

### Why this topic is important

Critical thinking is often touted as an important skill that is supposed to foster inclusion and open-mindedness in the classroom. But, few critical thinking courses make this explicit, and even fewer provide specific strategies for achieving this. We propose several ideas for developing course content that (a) focuses on skill development and (b) that connects these skills specifically to issues around inclusion. In today's climate, making sure that critical thinking supports inclusion is urgent.

And of course, critical thinking occurs across all disciplines; we consider how our thinking and approach could be adapted by others to suit their own course design needs.

### How the session will be run

- 1) 10 minutes: present our context, constraints, project goals, and our template.
- 2) 5-minute free-flow Q&A session (mainly clarificatory questions, we hope)

- 3) 15 minutes to experiment with application -> distribute copies of our template; have participants fill out the template, or modify to their needs; work in groups when participants are in the same field.
- 4) 5 minutes: place templates on walls around room and have everyone take a template-tour.
- 5) 10 minutes: round-table closing comments: share the most interesting idea that you want to implement in your own class next



## **Zig-Zagging across Qualitative Longitudinal Data using Framework Analysis: An exploratory session**

Linda Rowan  
Victoria University of Wellington

### **The Research**

Interpretive approaches to qualitative educational research help to provide depth and breadth to understanding learners' views and experiences of reality. Qualitative research is notorious for generating large quantities of data. Add in longitudinal data collection processes and the resultant mountains of data in different formats can be intimidating.

Like many researchers, I found myself in the middle of my PhD qualitative longitudinal study - seeking to understand university students' perceptions of their development of understandings of citizenship over three semesters of study – summarising sets of interviews in preparation for the next round of interviewing without a firm data management plan. Thomas & Holland (2003) describe how their longitudinal research was a process of adaptation and evolution in study design, with insufficient time for full data analyse between collection points. They initially felt the lack of analytical closure between phases of data collection made their previous analysis redundant. Finding myself in a similar place, I headed to the literature to look for a data analysis tool that would allow me to record data analysis at one point in time for each participant and across the cohort, yet allow for a deeper analysis of themes across time later and still retain the linkages to participants' stories of their change over time.

Framework analysis is a helpful yet not well known tool for managing data analysis grounded in original data; it is dynamic, yet systematic, comprehensive, connected to the original text, yet it allows for between case and within case analysis (Ritchie & Spencer, 1994). This session will introduce framework analysis and look at its strengths in analysing data from longitudinal studies.

### **Why this topic is important**

Researcher understanding of participants' experiences and perceptions of change over time is complex and privileged. Continuity in the collection of temporal data from participants builds rich descriptions of social interactions and the development of ideas at a micro level (Ritchie & Lewis, 2013). Yet misrepresentation occurs when the data is removed from its original context during cross case analysis; subtleties in the importance of change over time can be lost in making generalizations without taking into account crucial elements like how personal contexts or values affect what is said or viewed as important.

Framework analysis allows for cross sectional, iterative, comparative reading or sorting and re-sorting (or zig-zagging) of data for themes, yet retains the ability to look at individual narratives backwards and forwards across time, to recognise participants'

subjectivity in their story telling. By retaining a strong connection with the original source data interpretations can be rechecked and cross-checked by other researchers and the integrity of the source retained as themes and narratives can be given equal emphasis. A major strength of framework analysis is that the systematic nature of the management tool easily allows for interim researcher reflexivity, analysis and findings to be recorded, reviewed and incorporated in research reporting. Although developed in policy analysis as a multi-researcher tool, this approach offers lone qualitative researchers with a means to manage and analyse large quantities of longitudinal data effectively.

References:

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How the session will be run

1. In this session, I will first give an overview of Framework Analysis and how I am using it to manage the data and analysis in my study. (15 minutes).
2. In groups we use a framework analysis matrix and give some thought to some of the types of change over time that may be revealed in the analysis of data from qualitative longitudinal studies. (10 minutes)
3. Using parts of a larger Framework Analysis matrix, we will then work with some transcript extracts, and look at point in time and across time data and compare what we find. (15 -20 minutes)
4. We will then wrap-up the session to consider the strengths and issues involved in creating this 'pool of meaning' with Framework analysis. (10 minutes)



## **Keeping up with the Net-Geners: State of the art of Instructor Made Videos (IMV) for curriculum design**

**Dr. Raj Shekhawat**, PhD, PGCertAP, FHERDSA  
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Auckland University of Technology (AUT), New Zealand

### **The Research**

The landscape of higher education is changing rapidly with the exponential advancement in technology. The 'Net-Geners' (Hajhashemi, Caltabiano, & Anderson, 2017) are increasingly consuming, and most comfortable with, audio-visual materials. The author has expertise in developing and using 'Instructor-Made Videos' (IMVs) for enhancing teaching and learning experience in tertiary education.

As part of an action research project to address scale issue, multiple IMVs were developed in a third-year capstone Health Systems course. The IMVs produced for the assignments in the course feature the instructor and student role-playing. These IMVs were focused on the relevance, linking them with learning objects and answering questions about the assessments. The author used innovative strategies in creating these videos to incorporate peer learning, facilitating a comfortable and engaging environment for students, to personalise their learning and to undertake the assignment successfully.

The IMVs, were uploaded on the learning management system (Canvas) from the beginning of semester, as well as made available on YouTube, so they could be accessed by the students at any time/location. This initiative was evaluated through qualitative research. Comments from 236 students from five end-of-semester course surveys (S1, S2 2016 and S1, S2 2017 and S1 2018) were analysed to determine effectiveness of IMVs. All the IMV-related comments were positive and were well received.

Along with the findings of this study, the author will share the state of the art of creating IMVs using simple technology such as smart phones and tablets and their use in curriculum design to engage Net-Geners.

### **Why this topic is important**

The presentation builds on existing research about 'Instructor-Made Videos' (IMVs) in higher education teaching and learning. To the best of the authors' knowledge (based on an extensive literature review), no IMVs have been developed to date that feature staged student-instructor consultation sessions. In particular, (Aragon & I.P., 2016) pluri-disciplinary review of existing IMV formats makes no mention of this approach. Hence, our research highlights the benefits of, and offers reflections on, this novel way of developing IMVs to enhance student learning.

IMVs are increasingly perceived to be a valuable learning technology and are used more and more widely by educators seeking novel ways of engaging 'Net-Geners' (Hajhashemi et.al. 2017). The videos appeal to this demographic because they embody an engaging audio-visual format with which these learners are comfortable. IMVs have also been

found to be particularly beneficial in scaffolding student learning (Pan et al., 2012) and in enabling self-paced learning (Ranga, 2017). Additionally, the videos are inexpensive and easy to develop. Given the ever-greater diversity of students in higher education, and the growing recognition of their varied learning needs, the new approach to using IMVs showcased in this presentation helps in (re)valuing higher education by providing a new option for engaging in effective teaching and learning.

#### **How the session will be run**

This session will include series of activities to cover the three outcomes:

**Outcome 1 (10 min):** Interactive overview of state of the art practice in IMV production. The facilitator will share current knowledge and reflection on his experience in the use of IMVs using a short presentation. Participants will brainstorm potential ways in which IMVs could assist their teaching practice.

**Outcome 2 (35 min):** Considering how to develop different types of IMVs. Participants will brainstorm ways to develop IMVs for different teaching situations based on their signature pedagogy. Facilitator will share some examples of IMVs using his own YouTube channel.

**Outcome 3 (10 min):** Creating networks for applying knowledge beyond TERNZ 2018. The participants will be encouraged to start a community of practice by applying the insights they will gain during the session and create their own IMVs using smart devices (mobile phones, tables). They will be offered continuous support in the form of peer feedback virtually or face to face depending upon the location of the participants.

Throughout the session, the facilitator will share his experiences in video production and how to empower academics by embracing technology to address the changing landscape in teaching and learning.

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## Tertiary/Higher education for sustainable development in New Zealand: is it time to research our intentions, our actions and our outcomes?

Kerry Shephard  
University of Otago

### The Research

In most countries, the educational contribution of tertiary/higher education towards national sustainability targets is both assumed (in the form of learning outcomes aligned to sustainability for all graduates, not just those who study sustainability), and allocated to autonomous educational institutions to decide for themselves what to do and how to do it. Sweden, uniquely, incorporated an obligation to promote sustainable development into its education legislation (in 2006) and in 2016 commissioned some research to discover how its higher education institutions have set about 'educating for sustainable development'. A brief research report is available here;

<https://eera-ecer.de/ecer-programmes/conference/23/contribution/43160/>.

(It is worth pointing out that most countries expect their compulsory education sector to educate in this context; in NZ for example via a values statement within our national curriculum).

This TERNZ session describes some of the research underway in New Zealand to prepare NZ institutions to attempt something similar and through discussion seeks partners in other NZ tertiary institutions interested in designing and contributing to a national exploration. Some institutions, mentioned below, have made significant and public commitments in these regards. Perhaps participants in TERNZ 2018 will come from other tertiary institutions that have made comparable commitments about what educational outcomes will be achieved by their graduates. We hope that those institutions that have made such commitments will have monitored, evaluated, assessed or researched the extent to which these commitments have been honoured, or will have plans to do so. We are interested in such matters.

### Why this topic is important

The University of Otago has recently committed itself to '*nurture a culture of sustainability*' (<https://www.otago.ac.nz/coo/otago664842.pdf>). Some years earlier, Otago Polytechnic set itself the goal '*that every graduate may think and act as a sustainable practitioner*' (<http://www.otagopolytechnic.ac.nz/about/sustainability.html>). Victoria University Wellington remains the only NZ University to have signed the Talloires Declaration (Association of University Leaders for a Sustainable Future 10 Point Action Plan, <http://www.ulsf.org/pdf/td.pdf>) in the process committing its teachers to '*Educate for Environmentally Responsible Citizenship*'. These actions, and others like them, will surely assist our nation in achieving our national objectives.

Nationally, past governments have established impressive objectives on our behalf including (in 1998) '*The environmental education outcomes being sought by the*

government are: individuals, families and communities with the knowledge, skills and attitudes and values that result in sound environmental behaviour....' but more modestly in 2017/18 as an aim of our current National Environmental Education for Sustainability Strategy 2017-2027 and Action Plan 2017-2021 that 'All New Zealanders value a connection to the environment by actively working together for a sustainable future' (<https://www.doc.govt.nz/about-us/our-policies-and-plans/education-strategies/environmental-education-for-sustainability-strategy-and-action-plan/>). The action plan includes as an objective 'Ensure progress of the Action Plan and measure its impact', but emphasises the challenges involved in this task by incorporating as a key action 'Develop measures that will highlight the impact of activities and demonstrate the success of the Strategy against the vision'. It would be good if our explorations in the tertiary/higher education sector could support our national action plan.

#### How the session will be run

At this session participants will ask if our graduates are environmentally responsible citizens, if they think and act as sustainability practitioners, if they actively work together for a sustainable future, and indeed if we have achieved the sound environmental behaviours envisioned by government in 1998. Perhaps we might collectively agree that it is time for the tertiary education community to research its intentions, actions and outcomes in these respects.

Coincidentally, the University of Otago Education for Sustainability Research Group has been working on this objective (in the context of learning in higher education) since 2008 when we started to research tools and processes that could enable those who are interested to explore what 'sustainability attributes' students learn whilst at university. Links to our publications are available here (<https://www.otago.ac.nz/hedc/research/otago690991.html>). We know enough about the task to be sure that our national objective to 'Develop measures...' will not be easy, even in the limited context of higher education.

The session will start with a 5 minute introduction to the concept of environmental, economic and cultural sustainability, and a 5 minute presentation of relevant research, allowing 45 minutes for facilitated discussion involving small group deliberations on research design and funding, followed by a plenary to seek a consensus on a way forward.

## Exploring Perceptions about the Role of Information and Communication Technologies (ICT) in Doctoral Supervision Processes

Kwong Nui Sim (Victoria University of Wellington)  
Sarah Stein (University of Otago)

### The Research

Information communication technologies (ICT) have long been important in supporting doctoral study. But while ICTs are prominent in educational practices at all levels, we know little about the skills/understandings that underlie their effective use in academic settings.

The aim of the project was to explore doctoral supervisors' conceptions of the role and place of ICT skills in supervision and doctoral study with the following objectives:

- (a) identify the variety of ways that supervisors perceive the role played by ICT within the doctorate; and
- (b) develop guidelines that inform the research literature, policy, practice and staff/student professional development related to enhancing ICT skills within doctoral study processes.

Based on a 2017 pilot, this project involved a range of participants from two universities. Data was gathered through participative drawing and individual discussion sessions. Participants engaged in a three-tier drawing process (e.g., Wetton & McWhirter, 1998) involving discussion and interview, all of which explored perceptions of the role of ICTs in the PhD degree. Thematic analysis identified the range of supervisor conceptions about the role of ICTs in doctoral research. Further analysis of drawings and of interview and discussion data resulted in identification of themes describing research/supervision practices and beliefs. Finally, findings from both analyses contributed to the overarching aim of the study. This formed the basis for the guidelines for action and dissemination we propose to develop (objective b).

Outcomes will include practical guidelines informing policy and staff/student professional development and refereed journal articles.

### Why this topic is important

Diverse perspectives on efficiency and effectiveness in academic practices held by doctoral supervisors could be barriers for optimal use of ICT. The lack of awareness of the intended graduate outcomes concerning ICT integration held by doctoral supervisors and students, indicates that they may not be as prepared for a future academic or research-related professional career.

Further, with the current interest in ensuring success of students and completion of PhD degrees being closely related to high quality supervision, there is an urgent need to improve supervision practices and advance understandings about how to support students in their use of ICT for their doctoral research.



Current studies (e.g., Dowling & Wilson 2017) indicated that (PhD) students continue to adopt educational practices incorporating limited ICT use, even though the use of ICT has grown enormously in the last 10 to 20 years. This project reflected the recommendation made by Marshall and Shepherd (2016) to have a “generalisable pedagogical framework” (p. 38) that will go beyond the use of specific technologies to provide a model for selecting ICT tools and approaches that support doctoral study and supervision processes.

Knowledge of supervisor’s perceptions about ICT and use of ICT in doctoral study provided insights into how perceptions can facilitate or inhibit ways of thinking and acting, thereby influencing and determining PhD study effectiveness and/or efficiency. These insights thus can become the foundations for addressing barriers to effective ICT use to not only support and facilitate the PhD research process, but also improve and enhance it.

#### How the session will be run

1. First we will present an overview of our research project [2 minutes].
2. Second we will ask the participants to answer three questions through a response system (GoSoapBox) which would form the context of the finding sharing during the discussion session [8 minutes]:
  - a) their position
  - b) their supervision experiences
  - c) their level of ICT adoption during supervision
3. Third we will present some of the data from the supervisors: the ways supervisors adopt/introduce ICT in supervision [5 minutes].
4. Then we will ask the participants, in small groups or individually, to engage in the participative drawing exercise [20 minutes]. This will take place in three stages:
  - a) they will draw the doctorate process
  - b) they will overlay the role and place of ICT within that process
  - c) they will prepare to report to the whole group about their illustrations with particular focus on explaining how they see the relationship between the doctorate and ICT working together. They will be asked to write words or phrases to capture the essence of their thoughts and their drawings on post-it notes.
5. Each small group will present its drawings and add the words or phrases to a combined poster. The rest of the participants will ask questions of each group to clarify and refine the words and phrases [20 minutes].

## Interrogating 'Knowledge as Power': Wikipedia as a Resource for Challenging Epistemologies

Claire Timperley  
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### The Research

The purpose of this project was to encourage students to engage deeply with Wikipedia for a range of reasons, one of which is that Wikipedia is a very powerful tool – it is one of the most visited websites in the world and has a large user base. Wikipedia's power also stems from its presentation of the information on its pages as factual and neutral (Ford and Wajcman 2017). Search engines perpetuate this idea of Wikipedia as an 'objective' source of information by displaying Wikipedia content in 'fact boxes' at the top of search pages. Research shows that students and academics alike use the site for information gathering (Knight and Pryke 2012). As a result, 'knowledge is power' resonates here in a fundamental sense: Wikipedia is a platform to share 'knowledge', and – especially given its popularity and reach – the information that it presents is powerful in shaping understandings of the world. In designing assessment focused on Wikipedia, one of my primary aims was to get students to interrogate the epistemologies privileged by the platform. If 'knowledge is power', I hoped that inviting my students to critically examine Wikipedia content would encourage them to see that Wikipedia privileges certain perspectives and information. Moreover, I designed this assignment so that students were required to *do* something about what they saw. They were asked to edit pages with the intention of augmenting marginalised topics and voices. Student feedback and my own observations of student development and engagement through this assignment confirmed its success.

### Why this topic is important

There are two key reasons to share the results of this assessment. First, the assignment fulfilled a great many learning objectives: not only encouraging students to interrogate epistemologies, but also generating high levels of student engagement, developing 'real world' skills (such as evaluating sources and learning how to write for a public audience), as well as contributing to the public good. I'd like to share these successes and discuss ways the assignment could be tailored to different subjects and levels.

Second, despite its many successes, a counterintuitive problem emerged in the final weeks of the assignment. In reviewing students' final portfolios, I was troubled by a common trend – female, Māori and Pasifika students were much more likely to mention that they had lacked confidence to make significant contributions, and only as they finished the assignment did some say that they were ready to contribute more comprehensively to Wikipedia pages. This challenged my initial assumption that 'knowledge is power': social structures and expectations were influencing the quality and range of student contributions, despite these students 'knowing' that their voices were missing from the platform, and despite being explicitly offered support and incentives (in the form of grades) to act upon these omissions. This conference offers an opportunity

for group exploration of strategies to mitigate this problem, and to connect this discussion more generally to challenges for equity. Given the challenges we face around equity in tertiary study, this discussion is essential.

#### How the session will be run

In the session, I will present for 10 minutes, offering a basic synopsis of the assessment (including learning objectives), as well a summary of feedback and reflection on the assignment. Copies of the assignment instructions will also be made available for participants.

I will then pose two sets of questions and invite participants to brainstorm responses for 25 minutes. Participants can self-select which group they would like to join (depending on numbers there may be more than two groups):

1. How might this assignment be amended for your subject? How might it be amended for students at different stages in their degree? (perhaps with an especial interest in how it might be used at 100- or 200-level).
2. How might this assessment be presented or modified to mitigate the concerns raised about equity? What strategies have you successfully used in other courses/assessment?

Each group will nominate a scribe. In the final 10 minutes of the session, highlights from each group's discussion will be shared with all participants. Notes from each group will then be collated and made available after the session.

## **Micro-Credentials in Tertiary Education: potential for working with industry partners**

Janet Toland (Victoria University of Wellington)

### **The Research**

This session will begin by reporting on some 2018 research carried out by Victoria University of Wellington and University of Waikato for Cisco on the potential for offering micro-credentials for cyber security education. The report has been publically released. The research consisted of two elements: a desk based survey of global trends around micro-credentials, and a series of interviews with New Zealand Universities and Polytechnics who offer cyber security relevant education. The global research revealed that developments in micro-credentials in the regions investigated (USA, UK, Europe, SE Asia & Australia) are significantly more advanced than in New Zealand. However, the findings also showed that there was a general willingness amongst the New Zealand tertiary sector to consider micro-credentials. In areas such as cyber security, demand significantly exceeds supply and the delivery of cyber security micro-credentials could be an important part of addressing this skills gap. There is an international trend for education providers to offer micro-credentials in association with industry partners alongside traditional qualifications. The characteristics of these programmes are highly variable, though the partnership model does seem to be successful.

### **Why this topic is important**

This topic is timely as the NZQA has recently released guidelines for the development of micro-credentials and there is a lot of interest in their potential from both industry providers and educational institutes. At the same time, the research revealed that there is low awareness of micro-credentials amongst students and careers advisors. The reasons for this could be cost and perceived lack of value. The fact that they are often seen as an addition rather than an integral part of mainstream tertiary programmes could also be a factor. The session will aim to unpack some of the reasons for this lack of enthusiasm. The research also showed that New Zealand tertiary institutions were open to working with industry partners in the delivery of micro-credentials. However, this willingness was not universal and there are some challenges for both the education providers and potential industry partners. This session will explore these challenges and strategies for how best to address them.

### **How the session will be run**

This session will start with a short ten-minute presentation of the findings of the research, a one-page hand out summarising the main points will be distributed and a link to the full report will be provided. Participants will be asked to work in small groups to discuss four pertinent questions for 20 minutes. The suggested questions are:

- 1) Are micro-credentials a valid way to address skill shortage areas?

- 2) What are the best ways to convince students and employers of the benefits of micro-credentials?
- 3) What are the challenges of working with industry providers?
- 4) How can micro-credentials best address the needs of disadvantaged groups?

Note: Other questions suggested by participants may also be addressed.

Each group will be provided with butcher paper and pens to record their thoughts. The final 15 minutes will be used for each group to report back and a summary discussion will be facilitated. Timings may be adjusted depending on the number of participants.

## Online-scaffolding-learning tools to improve first-year undergraduate engineering students' self-regulated learning abilities

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### The Research

As a survey tool, our research applied the questionnaire 'Motivated Strategies for Learning Questionnaire' (MSLQ) to collect first year engineering student's self-reported data of their cognitive abilities, motivational orientations and learning strategies. MSLQ is a widely-used questionnaire for assessment of university student's self-regulated learning skills (Credé & Phillips, 2011). We offered the questionnaire online as a part of the online-scaffolding-learning tools to develop student understanding of self-regulated learning theories and learning strategies. The online tools, which have been under development since 2015, are designed to help first-year students understand their self-regulated learning skill levels by providing prompt feedback after they complete the questionnaire. In addition, the online tool also supplies corresponding learning strategies to students if they want to improve specific learning skills.

A total of 866 first year engineering students who enrolled in the first-year electrical engineering course were invited to participate in this research project. By the end of the course 857 students responded and 738 of their questionnaires were considered as valid questionnaires. Analysis of these surveys showed that 66% of the students thought the online-scaffolding-learning tools helped significantly to improve their self-regulated learning abilities. It was particularly pleasing that 16.4% of the respondents thought the online-scaffolding-learning tools were extremely effective. A current thrust of our research is to investigate the relationships between students' self-regulated learning abilities and their academic performance. Our results are being used by the course instructors as they revise the curriculum and pedagogy for this fundamental first-year engineering course, but the general principles we have identified are applicable to most first-year STEM courses.

### Why this topic is important

The number of undergraduate engineering students enrolled in our university has been increasing rapidly recently, leading to challenges associated with increased student-instructor ratios and increased diversity in academic preparedness of the entrants. An increased student-instructor ratio makes interaction between teachers and students more difficult, with the resulting student "anonymity" known to be a risk to academic success (Wang, Rowe, Giacaman, & Gunn, 2014). With increasing student numbers, there is also an increasing diversity in the academic preparedness of the students at entry to University. Conceptual understanding of our entrants has been quantified via diagnostic testing, with the results for the first-year course in electrical engineering showing significant conceptual misunderstandings amongst our entry cohort (Collis, Wang, Rowe, Rata, & McPhail, 2017). The solution is clearly multi-faceted, but part of the solution likely involves greater demands being placed on students to be masters of their own learning.

In consequence, it is highly desirable that we help our students to develop better self-regulated learning skills.

A self-regulated learner is one who is capable of setting up their own learning goals, monitoring their study processes, adopting and adjusting learning strategies, and reflecting on their own study achievements (Pintrich, 2000). The methods by which instructors might cultivate students' self-regulated learning abilities is receiving increasing attention from instructors and researchers. The aim of our study was to help students understand fully their self-regulated learning skill levels and provide targeted instructions to help them improve particular learning abilities in order to meet the curriculum requirements.

#### How the session will be run

The goal of this session is to explore the importance of self-regulated learning skills and the strategies of self-regulated learning support at the tertiary level.

1. Introduction – in the first 10 to 15 minutes, I will introduce this research and the preliminary results from the project. It will provide a context for the discussion.
2. Open for questioning.
3. Small groups or a round-table discussion (depending on the number of participants). Discussion question examples:
  - Do participants think SRL skills are important to their student's academic performances?
  - What strategies have participants used to support student's SRL skills improvement?
  - What difficulties have participants experiences in engaging students with SRL skills development?
4. Coming back together the key ideas from the group discussion.
5. Close and thanks.
- 6.

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Engineering Education: Engineering the Knowledge Economy: Collaboration,  
Engagement & Employability



## Peer mentoring and observation: developing institutional support for tutors

Rob Wass  
University of Otago

### The Research

Our research is designed to enhance tutors' teaching through peer mentoring and video observation. The project is unique in that it spans multiple divisions within the University of Otago and covers a range of teaching situations – laboratories, teaching in residential colleges, one-to-one tutorials, and departmental tutorials. Six tutor-mentors and 12 mentees took part in the project. The mentors were current tutors, selected by staff within their school/division/department as being suitable for the position. Mentees were volunteers and were recruited via teaching staff who had responsibility for appointing student tutors.

An important aspect of the programme was that it was formative and non-judgemental. After an initial meeting with their mentor to identify areas for improvement, the mentees video recorded and annotated short video segments (5-10 minutes) of their tutorials. These videos became the basis of a reflection/recall interview and provided opportunities for the mentors to provide advice on strategies for improving teaching.

Data was collected through focus group interviews with mentors and mentees and audiotaped mentoring sessions. Transcript data were imported into the qualitative research software HyperResearch, and an inductive process was used to identify key themes.

We found that both mentors and mentees benefitted from participating in the programme. The mentees felt that the video provided insight and feedback on their teaching by 'seeing the tutorial through the eyes of students', whereas the mentors helped identify areas for enhancement and provided confidence to try new teaching approaches. Similarly, the mentors gained insights into their own teaching through video observations and collegial conversations with peer tutors.

### Why this topic is important

Tutors have an important teaching role, particularly in undergraduate courses; however, they often lack the support or development opportunities of full-time, permanent staff (Anderson, 2007; Ryan & Bhattacharyya, 2012).

Workshops or teaching seminars are the most widely used form of academic development available for sessional staff, but reportedly also the least effective (Levinson-Rose & Menges, 1981; Stes, Min-Leliveld, Gijbels, & Van Petegem, 2010). Peer observation, on the other hand, has the advantage that it is contextual and is most successful when it is formative and teacher-focussed (Wass & Moskal, 2017). With the advances in video technology, there is also a growing interest in using video to support

teachers/facilitators in peer observation. Video recording allows the teacher/trainer to revisit their teaching from the perspective of their students (Laurillard, 2002; Sandretto, Kane, & Heath, 2002) and offers opportunities to reflect on experiences not usually available in the moment itself (Lyle, 2003; Merriam, 1998). Some published research that have used video for professional development have rated this as the most useful aspect of training (Bell & Mladenovic, 2008). In addition to supporting contract staff using peer observation, videoing, and mentoring, our unique contribution is to encourage teachers to reflect more deeply on their teaching through video annotation using the Chrome plug-in extension 'TurboNote' (<http://www.turbonote.co>).

Our project places the professional development of sessional staff front and centre, using a framework that is constructive and formative. Ultimately, our strategic vision is to develop this framework and provide resources to support co-ordinators of tutors within departments and other institutions.

#### How the session will be run

- A) A brief description of the background to this project will be followed by a short presentation of the data [10 minutes].
- B) Participants will discuss, in small groups, the support for tutors and the suitability for peer observation at their institution based on the following questions [20 minutes].
  - 1. How does your institution provide ongoing professional development for your tutors?
  - 2. What do you believe are the greatest challenges your tutors face?
  - 3. Would a peer observation or mentoring programme support your tutors in their teaching? Why/Why not?
- C) Summary of discussion questions – common issues, points of departure [10 minutes]
- D) We will present or peer observation/mentoring tutor support 'tip sheet' for scrutiny. This tip sheet is designed for leaders who wish to provide on-going support for their sessional staff/tutors in a range of teaching scenarios. The discussion has the potential to stimulate further research. [15 minutes].

#### References

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## Agenda TERNZ 2018

**Wednesday 28th November, 2018**

<b>13:00 Onwards</b>		<b>Registration Desk Opens – Rutherford House Mezzanine</b>			
<b>14:00</b>	<b>17:00</b>	Workshop: <b>Appreciating Māori and Pacific Values in Educational Research</b> RHMZ06	Workshop: <b>Embedding employability in the curriculum</b> RH102	Workshop: <b>Tertiary teaching fellowships in higher education: What, Why and How?</b> RH103	
<b>17:15</b>	<b>18:45</b>	<b>Poster Session – Drinks &amp; Nibbles - Rutherford House Mezzanine</b>			

**Thursday 29<sup>th</sup> November, 2018**

<b>8:00 Onwards</b>		<b>Registration Desk Opens – Rutherford House Mezzanine</b>					
<b>9:00</b>	<b>9:30</b>	<b>Official Opening of TERNZ 2018 and Mihi Whakatau</b> Old Government Buildings LT3					
<b>Parallel Session One</b>							
		<b>RHMZ06</b>	<b>RHG24</b>	<b>RH102</b>	<b>RH107</b>	<b>RH103</b>	<b>RH205</b>
<b>9:30</b>	<b>10:25</b>	<a href="#"><u><i>Towards a taxonomy of e-learning strategies for higher education lecturers</i></u></a> <b>Joyce Koh (Otago)</b>	<a href="#"><u><i>The Age of Manaaki: A journey of an academic developer as a mischief healer</i></u></a> <b>Piki Diamond (AUT)</b>	<a href="#"><u><i>Re-thinking Critical Thinking</i></u></a> <b>Elizabeth Olsen, Chrissy van Hulst and Sondra Bacharach (VUW)</b>	<a href="#"><u><i>Using Facebook to Create a Community of Learners to Aid Successful Tertiary Course Completion</i></u></a> <b>Jaintri Mudliar (Te Wanaga o Aotearoa)</b>	<a href="#"><u><i>Communities of Practice: Embedding creative problem solving into tertiary teaching and learning</i></u></a> <b>Tanya Evans, Sergiy Klymchuk and Ruth Peterson (UoA)</b>	<a href="#"><u><i>Group creation in third year undergraduate courses: Exploring interdisciplinary comparisons</i></u></a> <b>Janine Cook and Eva Heinrich (Massey)</b>
<b>10:30</b>	<b>11:00</b>	<b>Morning Tea</b>					
<b>11:00</b>	<b>11:55</b>	<b>Host Group Session One</b>					
<b>Parallel Session Two</b>							
<b>12:00</b>	<b>12:55</b>	<a href="#"><u><i>Exploring Perceptions about the Role of Information and Communication Technologies (ICT) in Doctoral Supervision Processes</i></u></a> <b>Kwong Nui Sim (VUW) &amp; Sarah Stein (Otago)</b>	<a href="#"><u><i>Tertiary/Higher education for sustainable development in New Zealand: is it time to research our intentions, our actions and our outcomes?</i></u></a> <b>Kerry Shephard (Otago)</b>	<a href="#"><u><i>Authentic assessment: Measuring graduate profile learning objectives while reducing student assessment anxiety</i></u></a> <b>Erik Brogt and Valerie Sotardi (UoC)</b>	<a href="#"><u><i>Peer mentoring and observation: developing institutional support for tutors</i></u></a> <b>Rob Wass (Otago)</b>	<a href="#"><u><i>Show me and I will understand: The use of exemplars in a tertiary setting</i></u></a> <b>Una Lightfoot (UoA)</b>	<a href="#"><u><i>A Trialling and Anticipation of Personalised Student Messaging at Scale</i></u></a> <b>Mark McConnell (UoA)</b>
<b>12:55</b>	<b>13:45</b>	<b>Lunch</b>					
<b>Parallel Session Three</b>							
<b>13:45</b>	<b>14:40</b>	<a href="#"><u><i>Online-scaffolding-learning tools to improve first-year undergraduate engineering students' self-regulated learning abilities</i></u></a> <b>Chen Wang (UoA)</b>	<a href="#"><u><i>Slow scholarship and integrated assessment</i></u></a> <b>Tony Harland (Otago)</b>	<a href="#"><u><i>Interrogating 'Knowledge as Power': Wikipedia as a Resource for Challenging Epistemologies</i></u></a> <b>Claire Timperley (VUW)</b>	<a href="#"><u><i>Service-Learning in Higher Education: Conceptions, Practices, and Possibilities in Vietnam and New Zealand</i></u></a> <b>Dung Nguyen (VUW)</b>	<a href="#"><u><i>Innovation in teaching for employability</i></u></a> <b>Narissa Lewis and Susan Geersthuis (UoA)</b>	<a href="#"><u><i>Exploring the pedagogy in transition: An examination of Transition Pedagogy in the pre-degree space</i></u></a> <b>Lisa Moody (James Cook)</b>
<b>14:45</b>	<b>15:40</b>	<b>Host Group Session Two</b>					
<b>15:40</b>	<b>16:10</b>	<b>Afternoon Tea</b>					

## Agenda TERNZ 2018

		<b>Parallel Session Four</b>					
16:10	17:10	<p><a href="#">The effect of mind-mapping and outlining on Vietnamese EFL students' writing performance and attitudes: An exploratory sequential mixed methods study</a> <b>Vy Doan (VUW)</b></p>	<p><a href="#">Micro-credentials in tertiary education: Developing a research agenda</a> <b>Erik Brogt (UoC)</b></p>	<p><a href="#">Scripting fictional dialogues as an activity for learning, teaching, and research</a> <b>Igor Kontorovich (UoA)</b></p>	<p><a href="#">Dancing the square – What learning, perspectives or outcomes should be most privileged in Quality Improvement education?</a> <b>Judith Honeyfield (Toi Ohomai Institute of Technology)</b></p>	<p><a href="#">Effective written feedback comments: What do they look like and are we providing them to students</a> <b>Jacqui Murray (Whitireia)</b></p>	<p><a href="#">Back to the Future with Vicarious Learning</a> <b>Susan Geertshuis, Ngaire Rix, &amp; Odette Murdoch (UoA)</b></p>
18:15	Late	<b>Conference Dinner</b>					

<b>Friday 30<sup>th</sup> November, 2018</b>							
<b>8:00 Onwards</b>		<b>Registration Desk Opens – Rutherford House Mezzanine</b>					
<b>Parallel Session Five</b>							
		<b>RHMZ06</b>	<b>RHG24</b>	<b>RH102</b>	<b>RH107</b>	<b>RH103</b>	
8:45	9:40	<p><a href="#">Keeping up with the Net-Geners: State of the art of Instructor Made Videos (IMV) for curriculum design</a> <b>Raj Shekhawat (AUT)</b></p>	<p><a href="#">Micro-Credentials in Tertiary Education: potential for working with industry partners</a> <b>Janet Toland (VUW)</b></p>	<p><a href="#">Innovative Teaching in Higher Education: Support, constrain, sustain</a> <b>Amanda Gilbert, Bernadette Knewstubb, Anita Mortlock, Sandi Tait-McCutcheon (VUW)</b></p>	<p><a href="#">Conceptions of assessment in Higher Education: the perspective of academics teaching in a faculty of science</a> <b>Juan Camilo Fischer (Deakin)</b></p>	<p><a href="#">Educators, service providers or professional leaders?</a> <b>Paul Kane (Otago)</b></p>	
9:40	10:15	<b>Morning Tea</b>					
<b>Parallel Session Six</b>							
10:15	11:10	<p><a href="#">Mapping and embedding graduate profile capabilities in the tertiary curriculum with the support of an online mapping tool</a> <b>Susan Geertshuis &amp; Nabeel Albashiry (UoA)</b></p>	<p><a href="#">Is there a future in Professionalising higher education teaching?</a> <b>Denise Chalmers (UoWA)</b></p>	<p><a href="#">Facilitating Reinforced Learning through Personalization</a> <b>Sathiamoorthy Manoharan (UoA) &amp; Andrew Luxton-Reilly (UoA)</b></p>	<p><a href="#">Zig-Zagging across Qualitative Longitudinal Data using Framework Analysis: An exploratory session</a> <b>Linda Rowan (VUW)</b></p>		
11:15	12:10	<b>Host Group Session Three</b>					
12:10	13:00	<b>Lunch HERDSA AGM – Old Government Buildings GBG34</b>					
<b>Parallel Session Seven</b>							
13:00	13:55	<p><a href="#">Academic Learning Support Expectations of International Tertiary Students studying in New Zealand from Private Training Establishments (PTEs)</a> <b>Rajbinder Kaur and Farhad Bashar (UUNZ Institute of Business)</b></p>	<p><a href="#">Contextual academic development through the lens of Bourdieusian practice theory</a> <b>Mohammad Taqi Amini (UoA)</b></p>	<p><a href="#">Teaching Design Thinking to Non-Designers (unlocking creativity)</a> <b>Anna Jackson (AUT)</b></p>	<p><a href="#">Five Course Fine Dining vs Fast-Food Eating Experience</a> <b>Dennis Hsu (UoA)</b></p>	<p><a href="#">Is Social Capital an Emergent Property of Teamwork Practice in Tertiary Education?</a> <b>Helen Gaeta (AUT)</b></p>	
14:00	14:45	<b>Host Group Session Four</b>					
14:45	15:00	<b>Afternoon Tea</b>					
15:00	16:00	<b>Host Group Presentations and Conference Close - Old Government Buildings LT3</b>					