aCADemix

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Magazine of the Centre for Academic Development

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THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

www.cad.auckland.ac.nz

ABOUT CAD

Photo: Geremy Ralston

In 2005 a decision was made to establish an overarching structure for central units involved with academic development at The University of Auckland. As a result the Centre for Flexible and Distance Learning (CFDL), Centre for Professional Development (CPD), and Student Learning Centre (SLC) were grouped to form the Centre for Academic Development (CAD).

The new structure of CAD will encourage closer collaboration between its various member groups and maximize their resources and potential to meet the needs and priorities of the students, staff and institution.

CAD will work to ensure the University is aware of what it has to offer and to keep its staff and strategy aligned with and responsive to the University's needs. We intend to monitor and evaluate the services we offer to staff and students.

CAD will provide opportunities for collaborative research and will promote the research profile of its staff. Through its diverse activities, CAD has the potential to enhance The University of Auckland's international standing and performance as a leading university in teaching, learning and research.

Throughout the pages of this twice-yearly magazine, we hope to provide interesting insights into the work and achievements of CAD. We hope you will feel free to give us feedback on issues you would like to see highlighted and suggestions for how we can support your work.

For more information on CAD, visit our website at www.cad.auckland.ac.nz

Lorraine Stefani
DIRECTOR, CAD

COVER PHOTOGRAPH
Godfrey Boehnke, CAD photographer took this image - a natural phenomenon (the reflection of light from windows through the fog). The buildings are UniServices and Rationalist House.

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GENERAL EDUCATION QUESTIONS ANSWERED

- Raewyn Dalziel

In a recent CAD Teaching and Learning Showcase presentation, some specific questions were raised about the General Education programme. These included requests for clarification of the aims of general education and guidelines on the approach that should be taken, and a query as to whether there were criteria for establishing general education courses.

These questions reinforce one of the lessons that a teacher quickly learns: you have to keep repeating the key ideas. People may have never heard them in the first place; they may have forgotten them; and certainly few will have stored them away for future reference and action.

The idea for General Education came out of the 2002 Curriculum Commission which was charged with, among other things, looking at 'the provision of challenging undergraduate programmes, including the relationship between 'general' and first professional programmes.' The Commission considered that all undergraduate degrees should contain the four elements of breadth, depth, structure and coherence. Submissions to the Commission argued that undergraduate degrees at the University had become too specialized and the Commission recommended on ways that the undergraduate degree might be broadened. It considered four options: that all students undertake a general degree before embarking on professional qualifications; that students take a generalist 'intermediate' year before being admitted into professional qualifications; that students take a minor of six courses in a subject offered in a Faculty different from that in which they took their major; or that students be required to take four courses of general education in the first two years of their undergraduate degree. The final option was recommended, but in subsequent consideration the number of General Education courses was reduced to two.

The aims of general education were:

- 'To produce more rounded graduates, who find their undergraduate studies intellectually exciting and broadening, are challenged to engage with intellectual fields outside their specialized area of study, and experience significantly more of the cross-disciplinary richness and diversity at The University of Auckland;
- To differentiate undergraduate study at The University of Auckland from that in other New Zealand tertiary institutions, giving it a special identity deriving from the University's research-intensive culture and from its address to the broader local and global knowledge 'literacies' which New Zealand's knowledge economy urgently needs;
- To break down disciplinary and faculty silos and provide influential models of interdisciplinary teaching and learning, which in turn strengthen the quality of students' engagement with specialist, discipline-based studies;
- To expose undergraduate students to a richer and more diverse range of excellent teachers and researchers, than current degree structures allow.

The Commission also took some direction from a mixture of graduate attributes and skills identified as important by students in the Commission's Student Reference Group. Aware that a number of the *skills* they identified could be integrated into the content of existing courses, the Group nonetheless highlighted several core areas as important for increasing breadth within an undergraduate degree. In particular, exposure to different disciplines, and to topical issues from a New Zealand perspective, were seen as candidates for additions to the undergraduate curriculum. Additionally, the Group (from a variety of faculties and departments) was firm in its belief that communication skills (including essay or report writing and presentation skills) are not adequately addressed in current course content. Through submissions to the Commission, employer feedback also suggested that any change to the undergraduate curriculum of the University should be focused upon improving communication skills, on thinking and questioning, and on providing a frame of reference for students as they pursue their chosen field of study' (Report of the Curriculum Commission, 2002, p.23).

So much for the aims of General Education. What about criteria for course selection? With every call for proposals for General Education there is a template which asks proposers to state the ways in which their course will meet the criteria for general

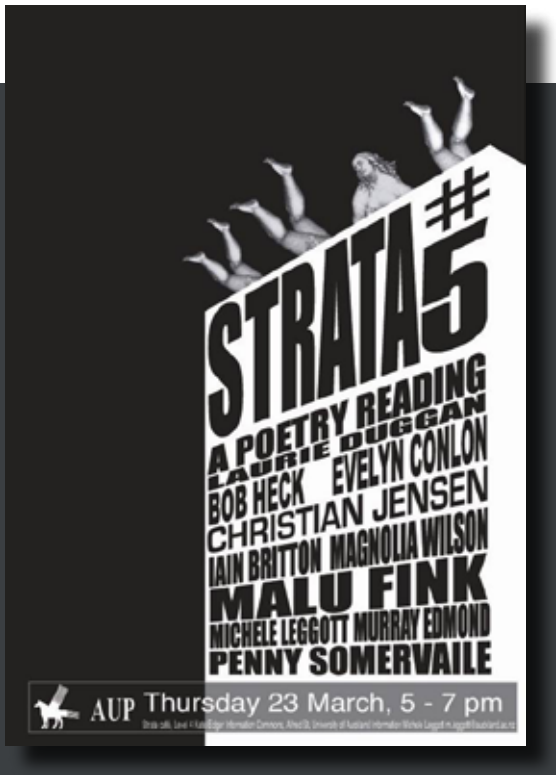
Continued on p7

POSTGRADUATE CERTIFICATE IN ACADEMIC PRACTICE

CAD's new Postgraduate Certificate in Academic Practice was launched in 2006 with ACADPRAC 702 Academic Citizenship and Professionalism, a semester-long course that explores the various balancing acts performed by teachers in a research-led university. "Students" in the first cohort, team-taught by members of the Academic Practice Group, included academic staff from the Faculties of Science, Education, Engineering, Medical and Health Sciences and Creative Arts and Industries. The Certificate programme also includes a two-semester course on higher education teaching (ACADPRAC 701 Teaching, Learning and Assessment) as well as special topics and independent study options. Designed to provide University of Auckland academic staff with a practice-based tertiary teaching qualification, the Certificate can be completed on a part-time basis over a two-year period, with University fees paid by your department. For more information or to enroll, please contact the course coordinator, Dr Helen Sword (h.sword@auckland.ac.nz) or CAD reception (cadreception@auckland.ac.nz).

POETRY OFF THE PAGE

University of Auckland students go hands-on with chalk, microphones, software and white cotton gloves in their engagement with local and international poetry at the sharp end of the 21st century. Poetry off the Page (English 347) investigates the impact of new technology on an art form with strong performance traditions and a taste for experiment. In this spirit, students participate in readings, make critical and creative webpage assignments and explore a range of physical and digital poetry archives. The course was co-developed by Associate Professor Michele Leggott (English) and Dr Helen Sword (CAD). For more information, look out for a paper, "Teaching to the Future: Seven Principles for Educating the Ne(x)t Generation" in Innovate: Journal of Online Education.

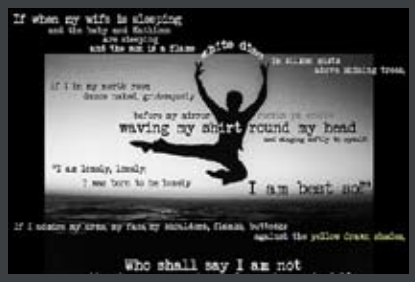


Poster for the STRATA #5 poetry reading with students, local writers and Australian guest Laurie Duggan. ▶

http://potp.arts.auckland.ac.nz

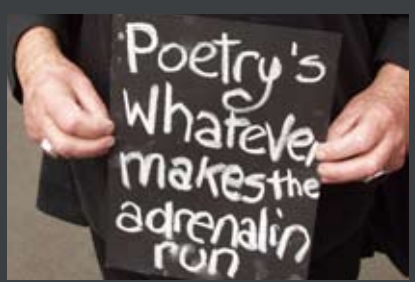
▲ *Magnolia Wilson chalks Federico Garcia Lorca alongside curvilinear sculpture.*

▲ *Poetry Day spectators undergo digital modification for a student's webpage assignment.*



▲ *Off the page and off the ground: Betsy Pantazelos transforms a William Carlos Williams poem.*

▲ *Word, breath, Photoshop: Joel Harrison's 'Grace 2' catches the multiple manifestations of text.*



▲ *Poetry in public spaces: Penny Somervaille placards the 347 message.*

▲ *Performance artist and 347 student Tanielu de Mollard at STRATA #2.*

Referen©ite

an online academic referencing resource

www.cite.auckland.ac.nz

Before you put this magazine aside, visit this website for yourself. We hope you'll want to bookmark it as the quickest route to an answer to your own referencing questions, and as a place to direct all new students. The site comes out of SLC.

Referen©ite was initiated by Associate Professor Emmanuel Manalo, who had a vision of a website on referencing that would be convenient and easy to use: student friendly. Furthermore, he envisioned a positive philosophy towards referencing, and wanted to clearly convey the cross-culturally shared values at the very core of this practice. The positive philosophy would underpin the site's language, replacing imperatives against plagiarism and its associated anxiety, guilt and shame with an overt expression of the positive reasons for referencing academic work correctly. Emmanuel developed the concept and laid the groundwork for the website but, as he was about to go on research and study leave, handed over the actual creation of the website to Jenny Marshall.

Jenny had some expertise in information design and, drawing on her teaching experience at the SLC and her own experiences as a student, she set about creating a 'wish list'. Some of the essentials were: fast easy access to the format required to reference different sources; the provision of clear examples; and 24:7 availability. Jenny wanted the resource to be student focused and interactive, a place where students could share ideas and views about referencing and to act as a referencing 'hub', with links to the excellent referencing information and tutorials available on the web and at the University.

Initially, to gather student input, Jenny ran a competition for ideas and views on academic referencing. Some of these appear as video clips and emails on the site. Referencing was endorsed as a practice based not only on academic requirements, but on the long-established social practice of acknowledging influences and support. Referen©ite continues to actively encourage student participation in the site content. There is a poll where you can vote on 'why referencing is important to you' and an email facility enabling users to send in their ideas and videos.

> "A virtual agony aunt, Doctor©ite, can help with referencing woes, through FAQs, email or an individual appointment."

To facilitate fast access to referencing formats and examples Jenny developed the Quick©ite tool. Users select from categories in three drop down boxes and the information they seek appears in the window below and can be printed out if necessary. Jenny also incorporated a lighter side to Referen©ite: users can customise the look of the site by changing the skin to suit their preferences. A virtual agony aunt, Doctor©ite, can help with referencing woes, through FAQs, email or an individual appointment.

Emmanuel is very happy with Jenny's creation. He says, "Jenny had never contructed a website before, but she understood the concept and shared the passion about the philosophy. She asked herself 'What would help? How can I do it?' I'm delighted with the result. Jenny had to develop many new skills in the area of web design and construction. I'm very impressed with Jenny and how much she managed to achieve in such a short time with so little help and no designated funding."

The website continues to grow, with new referencing styles being added to Quick©ite as you read. Jenny is developing ideas for added features so please email her at: jc.marshall@auckland.ac.nz if you have any brilliant ideas or great links.

DOCTORAL NEWS FLASH: FAST FINISHER

Fiscal incentives are not the only reason for speedy doctoral completion. Many students find completion of the doctorate personally empowering. There are many reasons for wanting fast completion.

A panel of fast finishers discussed their tips before an audience of doctoral students at an SLC doctoral forum recently. Here is a case study of one of the contributors.

Dr Meaola Amituana'i-Toloa, did her Education thesis in two years. She described some of the pressures she handled while writing her thesis, "Ua Malie Toa. Ua Malie Tau: Students With Silver Tongues Whip the Tail: Enhanced Teaching and Learning of Reading Comprehension in Samoan Bilingual Classes". Meaola has four children aged between 11 and 30. Sheer determination to fulfil her responsibilities meant early rising, and often working late at night after the kids were asleep. Occasionally after being engrossed in her thesis she would realise that it was dawn.

At Meaola's celebration dinner - organised by her children as a tribute to their mother - supervisor Professor Stuart McNaughton gave his word on the experience of supervising Meaola. "Our research team with its programme of research was able to provide a framework, a family of researchers within which she could develop her work. But she was one those great academics who learned very quickly and early on went beyond the supervision, establishing herself as a great thinker and researcher."

Doing a doctorate is never easy, and the demands for speed add pressure to the process for students and supervisors alike. Yet those celebrations at the end confirm that the satisfaction of fast completion is not all about money.

Stuart and Trudy McNaughton with Meaola at her dinner. *Photo Helen Amituana'i*

MEAOLA'S TIPS FOR THESIS WRITERS

- **Put your house in order first.**
- **Early preparation is essential. If you fail to prepare, you prepare to fail.**
- **Plan and organise – mentally walk through the process of your work anticipating what might come up and what you need to do.**
- **Show initiative – don't just depend on your supervisors to do things for you. They are also very busy.**
- **Free write initially to get the ideas then modify it academically.**
- **Stay focused despite the many fa'alavelaves thrown at you from all sides.**
- **Be selective in which extra sessions, lectures and workshops you attend. All are worthwhile but time is never on your side.**

COMMUNICATION SKILLS IN UNIVERSITY EDUCATION (CSUE) CONFERENCE

In late 2006, SLC hosted the sixth biennial CSUE conference. This major international conference drew delegates from the Pacific Islands, Israel, Iran, Africa, Canada, the USA, and South East Asia. This year's theme, "Intercultural Communications across University Settings: Myths and Reality" gave rise to diverse presentations including: indigenous pedagogies in teaching literacy skills; the transferability of minority cultural practices in mainstream settings, language and power (and English as the lingua franca) and an online exercise between Sweden and the USA. Feedback was excellent with delegates finding the conference informative, illuminating and relevant. The organizing committee - Mona O'Shea, Dr Josta van Rij-Heyligers and Mathew Tarawa – were warmly congratulated for their work, vision, patience and direction in successfully guiding the conference.

In her keynote, Professor Konai Helu Thaman (The University of the South Pacific) spoke on "the cultural challenge to university teaching with special reference to working with Pacific Islands' students". The University of Auckland is Professor Thaman's Alma Mater. She spoke of her time here studying geography and her struggles with the academic and cultural challenges of studying in a new environment in a language other than her own. She shared case studies from her own current university to highlight some of the obstacles overseas students experience and on the need for academics to know their students if they want to facilitate learning

Professor Linda Tuhiwai Smith (The University of Auckland), co-director of Nga Pae o te Maramatanga, focused her keynote speech on "building Maori doctoral graduates: a national support programme". This programme helps Maori doctoral students in the sometimes grueling journey to thesis completion. It provides academic support at regular meetings with doctoral graduates and at a doctoral Wananga, a week-long retreat where each student is expected to complete a written manuscript. It also encourages students to give back to the community by developing networks to enhance debate in New Zealand, by combining expertise in a range of disciplines with knowledge of traditional Maori values and culture. Some doctoral students who have participated in the Wananga have already successfully submitted their theses and are to graduate in 2007.

Mona O'Shea, conference convener, reflects on the conference.

When the sun sets
With its rays slowly diminishing into the horizon
Night falls
Bringing with it a new beginning
Rays of dawn reach across the sky
For the eager and the undaunted
Fresh and exciting experiences await

Associate Professor Brian Paltridge (The University of Sydney) gave the closing keynote on "learning to become culturally confident: the offshore student experience". He talked about his research into the experiences of Chinese students taking an Australian offshore graduate programme and the ramifications for students working within two academic cultures and sets of expectations: their own and those of their Australian teachers. The lesson learned from his research was that the differences in university practices required both the students and their teachers to become interculturally skilled. Teachers needed to not only be aware of the students' culture of learning but of their own culture of teaching. He reiterated Professor Thaman's point that academics need to know their students in order to make the learning experience meaningful.

Mr Matiu Tarawa guided the delegates at the powhiri. at the University's Waipapa marae. This was the first time the conference had been held in New Zealand and many delegates said they felt moved, privileged and enriched by the powhiri and that it was a great way to set the tone of the conference. The intercultural flavour was enhanced by an informal ta'olunga (tongan dance) and a lesson on some traditional Maori dance movements at the conference dinner.

Associate Professor Emmanuel Manalo addresses delegates at the University's Waipapa Marae.

THE SICILIAN CONNECTION

ARTIFATTO AND SELINUS OBSERVED

Michael Milojevic, Senior Lecturer at The University of Auckland's School of Architecture, and Professor Michele Sbacchi at the University of Palermo School of Architecture have set up a student design studio programme focusing on the presentation of archaeological sites and artifacts. Every third year a group of Auckland architecture students go to Sicily and work in groups with Palermo students on joint studio projects focusing on the ancient Greek and Phoenician city site of Selinus. The 200 hectare site (about the size of downtown Auckland) comprises numerous ruined temples, houses and defensive walls overlooking the sea.

In 2006, Brian Donovan, CAD photographer, went with Michael to prepare for the 2007 studio by recording 90 interactive panoramic movies of the site and object movies of a small sample of artifacts displayed at the regional archeological museum in Palermo. The interactive image set includes parts of contemporary Selinunte and Triscina to sketch out the physical relationship of the archaeological zone with the adjacent town.

For more examples of interactive QTVR, visit:
www.cad.auckland.ac.nz/index.php?p=tv_photography

Architects traditionally make panoramas by combining a series of photos and drawing great horizontal site views from them. In Auckland, students will use our images of both site and objects to get an idea of where they're headed in the middle of the semester, so when they arrive in Sicily they'll know a lot about the site already. It's not uncommon that architects working on overseas jobs as part of a team never themselves go to the site, so it's a useful experience for the students.

Michael's research interests lie in ancient and mediaeval architecture and he and Brian will publish a scholarly resource DVD on Selinus locating Brian's images of the site and artifacts onto a digital map collaboratively produced with architecture students specializing in 3D modeling and scripting. If Sbacchi can form a group of Palermo students to work with Milojevic in the Auckland school in the near future, it is hoped to engage an interdisciplinary group to work on a comparable project for a Maori site. "Architecture now is very tuned to topography and landscape." he says. "It's what many of the hottest practices in North America and Europe are preoccupied with."

In 2001-2003 Brian and Michael documented the now tragically-destroyed Hilandar monastery, a UNESCO World Heritage Site on Mount Athos in Greece. "There the students also did very high quality work," says Michael. "In Belgrade, at an exhibition reviewing the Hilandar project, architects and archaeologists responded, 'This is a monastery which has been documented by drawings since the 18th century but we've never seen anything like this – neither Brian's photographic spherical panoramas nor the students' 2 metre wide panoramic elevation and section drawings.'"

The extraordinarily high quality of Brian's work opens doors. "Initially, the museum responded with disbelief when we asked to take artifacts from their cases and put them on our turntable to photograph them from all angles. Once they'd seen Brian's work, however, they agreed provided they could have copies of the images. Normally, even if access were allowed, it would incur a considerable fee and royalties."

Brian has contributed to two of Michael's architectural design studios, providing immersive imaging demonstrations and working with students to effect their own ideas. "The results are always fascinating," says Michael.

TEMPLATES AND TEASERS – online support for students, lecturers and tutors

In 2006, Cathy Kell worked on Stage One papers where numerous lecturers introduce students to new concepts and a potentially bewildering array of material. Her designs provide structured, clear and consistent online support to help students navigate the maze, and scaffolding to introduce information literacy skills. She developed reusable templates where lecturers provide a simple overview of their topic (using a word file), signposting for key concepts and links between the different topics within a course. Two or three different activities per week enable students to search for information on the web, take part in online discussions and reflect on their learning.

Some lecturers wanted interactive brainteasers which Craig Housley developed in Flash. Students do crosswords, 'fill-in-the-gap', match places with faces or dates with events. These provoke reflection where results are unexpected, or help students learn terminology, geography and dates. Feedback has been excellent. If you are interested in seeing the templates and perhaps adapting them for your course please contact Liz Ramsay ext 88918.

PRACTICE, BUT NOT ON THE PATIENT

In healthcare there is acute tension between the imperative to train and the imperative to provide quality care. This is becoming more marked because the patient population is more discerning, assertive and sometimes even litigious. Patients don't want to be practised on, or be part of a doctor's learning experience. "We need to set up training methodologies that allow us to have confidence in the competence of a health professional before a patient is touched," says Professor John Windsor, Head of The University of Auckland's Surgery Department.

> "We need to set up training methodologies that allow us to have confidence in the competence of a health professional before a patient is touched" says Professor John Windsor

Over the years CAD's video production unit has made over thirty demonstration videos for medical training procedures, ranging from suturing techniques to laparoscopic surgery. Video is an integral part of the compulsory two-day procedural skills course offered to all new junior doctors within their first fortnight at Auckland City Hospital. The course is structured with an expert demonstration of key clinical procedures on video, and then opportunities for practice, debriefing, and assessment. The high-quality video of expert demonstration on the model means that experts needn't stop their clinical roles in order to teach. It also ensures students have a clear view of techniques, in close-up if necessary, and allows them to view and review the procedure to learn, refresh, and assess their performance. In some instances they take away their own DVD. Students are very enthusiastic about the course and show a tremendous boost in confidence following it.

However a formal evaluation of the course by the University Department of Surgery has shown that five months later, students' confidence has dropped off unless they've had opportunities to practise. Professor Windsor is looking at ways to maintain confidence and competence over the long haul. To this end he is involved in developing "Go Virtual Medical" software, a package that can provide ongoing learning opportunities at the point of care. The only modification needed for the workplace computer is a second mouse. This learning tool will make both pre- and post-learning accessible and allow students to reinforce learning by repetition. The software package involves the use of four different media. These are the textbook with hyperlinks, purpose built 3D and interactive anatomy relevant to the procedure, the video demonstration and a simulator. The user is able to move between these media, which are synchronized, to enable flexible and interactive learning more appropriate to the individual's needs. Professor Windsor says, "The demonstration video, while excellent, has been enhanced by this combination with other learning media." Assessment of performance within the simulator is carried out both formatively (with visual cues to help the student) and summatively. Scores are recorded in a log available to teachers to monitor performance.

Richard Smith and Graeme Henderson prepare to film in the operating theatre.

Richard Smith and staff from CAD's video unit are producing the demonstration videos for this new environment. "Videoing something like this requires quite a lot of clinical understanding," says Professor Windsor. "Richard shows an amazing appreciation of what's required. He understands what's going on in an operation and shows clinical sensitivity at all stages of the process."

The interactive software programme is a pioneering development and is currently being validated, trialed and evaluated. Its potential is huge, and it is expected that anything that could be video'd could be taught using this approach.

The anatomy display has been designed to allow students to deconstruct it, walk through it, manipulate and interrogate it for further information. Developers use the video to develop the anatomy and simulator media.

The procedures are divided into stages accessed from a timeline at the bottom of the screen. The four media are synchronised at the right of the monitor. The video demonstrates each stage of the procedure.

In the simulator, users choose from a bank of instruments on the left and carry out the procedure on a monitor. They use the two mice and need to complete the task accurately within a prescribed time.

SEEING IS BELIEVING
– A VIRTUAL FIELD TRIP

"You can never replace reality," says Dr Scott Nichol, senior lecturer in Geography & Environment. "At first year level it's good to take students out to 'taste and feel' a real experience. This isn't feasible for our general education paper, Natural Hazards in New Zealand, but an authentic context is so important we decided to develop a virtual field trip.

The Bay of Plenty is vulnerable to hazard events and the results of recent disasters were still visible in the area near Whakatane, so we went there to look at real-life examples of aspects of the course." Dr Dan Hikuroa, who taught the section on geological hazards, says, "I was really pleased at how well the virtual field trip worked. Geology is traditionally a field-based discipline, and it would have been very hard for students to gain a good understanding if they only had lectures."

Matata six months after the disaster

CAD has an ideal combination of skills for the project. Learning requirements were established before a team went to the area to gather material. Liz Ramsay worked with the academics clarifying aims, analysing interaction between student and teacher, student and student, and the connection between learning and tasks undertaken before, during and after a field trip. This helped establish what was needed to give the best possible approximation of a real field trip. A small team of CAD, Geography and Geology staff went to the Bay of Plenty for a week to shoot material.

Brian Donovan's interactive panoramas enable students to look around the landscape for themselves and Richard Smith's locations videos provide demonstrations and explanations relevant to the aims of the course. Craig Housley integrated the media into a website and developed Flash devices such as a small interactive map for orientation.

Scott says, "Developing the virtual field trip involved a significant investment of time but students at this level can't take out the week required to make a field trip like this. Just over a hundred students enrolled in 2006 and we expect numbers to grow. At a maximum of 40 students per trip, we estimate providing a similar real experience would have taken 12 weeks of academics' and support staff's time and about $30,000 in cash (each student would need to pay $150 and this would be matched by the university)."

The CD is given to students in the second week of lectures. They are given deadlines for submitting assessments, but can choose whether to complete the tasks independently in their own time or to attend supported computer labs at the end of each section of the course. The resource has been well received and will be used again in 2007, when more evaluation will be carried out

A sample of a field stop can be found at:
www.cad.auckland.ac.nz/index.php?p=elearning_gallery

DESIGNING eLEARNING FOR CHOICE

Theology attracts students from all over New Zealand, the Pacific and the USA, so the School of Theology decided to expand delivery of their new foundational course, Beginning Theology in Aotearoa, from face-to-face only to an additional online mode.

To accommodate this, Fiona Spence worked with the academics to establish details of how they'd usually design a course, how online resources could help, and how they could replicate face-to-face activities online while maintaining parity between the two different cohorts. The course uses readings and media to stimulate guided discussion and reflections upon the theme of the relationship between lands and their peoples. From this students develop the skills to consider issues theologically, to 'do theology'.

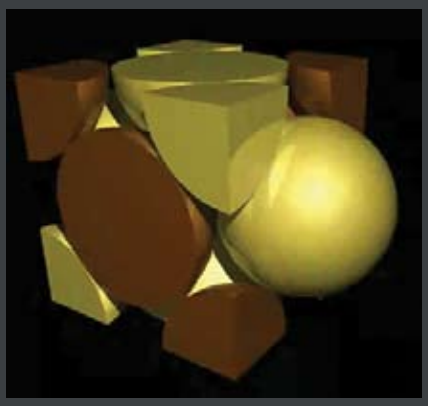
Students can use Cecil to access the course website, with a weekly overview of aims and study focus, the media and associated tasks, and links to the library course page. The team librarian worked closely with academics to develop library resources and ensure library literacy skills are integrated with course assessment. Both cohorts submit all assignments online, weekly journal entries being part of the assessment. The main difference between the modes is with discussion: face-to-face or online forums. The paper was first offered face to face, which provided valuable guidance on the sort of questions which motivate good discussion.

Dr Ann Gilroy, who convened the course, says, "The teaching team is delighted with the design and development of the course and materials, especially the audio-visual materials developed by the former 'CFDL' team. Fiona also gave a seminar to the Theology staff providing advice on designing resources for flexible teaching and learning as the School of Theology intends to develop more courses in this mode."

Photo: Hayden Melville

Media, including photos, are used to stimulate discussion. Scaffolding is provided to develop reflective skills.

UNDERLYING PROCESSES REVEALED

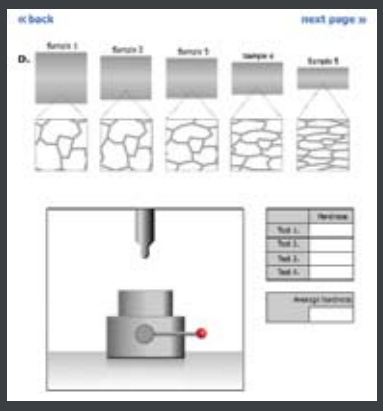


Interstitial substitution 3D animation of by Andrew Chung

Dr Bryony James, Chemical & Materials Engineering, teaches on a core stage one paper with large enrolments - 550 and growing. At these numbers, practical laboratories and tutorials become unwieldy. From 2004 to 2006, Bryony developed two electronic resources with staff from CAD covering topics students often have difficulty understanding. The resources interactively demonstrate the relationship between micro-structural changes and mechanical processes to provide students with insight into underlying processes. The students receive a CD at the beginning of the year and can use it either in a computer lab or at home.

A Teaching Improvement Grant funded the first resource on phase diagrams. Students can often memorise how to use the diagrams without really understanding the underlying concepts and why the results are so important. Being able to see the microstructural changes that occur as temperature and composition are altered helps students get a much deeper understanding of what a phase diagram means.

The grant paid for animations of the changes that occur in microstructure and atomic structure as composition or temperature changes. Mike Hurst used Macromedia Director to develop interactive phase diagrams and combine them with text, equations and animations. The student can move a slider over a diagram, and watch the animation and equation change either gradually or at pivotal moments. MCQ tests send students back to the relevant section if they answer incorrectly. Student feedback was excellent, especially on the format of the tests.



Students test hardness of samples, record results, and do equations before plotting a graph

Bryony and CAD staff went on to develop a 'prequel' looking at processes relating to deformation, recrystallisation and diffusion. This also uses a combination of graphics, text and interactive animations and a video of metal casting. Liz Ramsay helped with planning and coordinating both projects. Craig Housley developed most of the animations, the Flash website, and the virtual laboratories where students carry out processes at the computer, record the results and plot them on graphs. At the end of each 'lab' students can check their graph against a model answer and get help in the form of explanation followed by directions back to the appropriate part of the site. Reflective questions and a pop-up glossary are also included. Multi-choice revision questions at the end follow the same format as the earlier resource. Once again student feedback was very positive. The video, in particular, prompted many requests for further resources of a similar nature. A typical student comment for these resources was:"I liked how the animations link with the explanations – makes concepts easier to visualize and understand". A virtual lab can be seen at: www.cad.auckland.ac.nz/index.php?p=elearning_gallery

GENERAL EDUCATION QUESTIONS ANSWERED

Continued from inside front

education. General education courses must meet some of the following criteria:

- Provide a sound knowledge and understanding of the subject studied.
- Provide a sound understanding and appreciation of a range of areas within an overarching theme.
- Expose students to the ideas and methods of cross-disciplinary research.
- Enhance communication abilities and literacy, quantitative reasoning, and/or professional development.
- Develop appreciation of the philosophical bases and methodology of scholarship.
- Equip graduates with a deeper understanding of the distinctive qualities of Aotearoa/New Zealand.
- Be academically rigorous.
- Be taught by highly regarded staff.
- Have the 'wow' factor.

Each semester workshops are held for staff who are teaching in the General Education programme. These workshops are intended, at least partly, to address the question about the approach that should be taken in teaching General Education courses. The main issue to address is with courses that are offered as both regular and General Education. The aim is that the number of these courses will reduce over time and that staff will design courses for the purpose of General Education.

In the meantime such courses present lecturers with some interesting challenges. They teach in the same class students who are taking a subject as a major or minor in their degree and students who come from out of Faculty, taking the course for General Education. How do you teach both to progressing students and to those who are taking one course in a subject for interest (most General Education students tell us they are taking the course for this reason)? How do you teach a student who has not been trained or had any exposure to the methodologies or content of your subject? As most courses are at first year level, this issue is not as great as if they were at a higher level, but it still exists. We have stressed that General Education courses should not be different for the two groups of students and we would want to continue that approach. But there is an additional onus on staff to make their subject matter accessible and to explain their ways of thinking and working. This in itself is a good discipline and one welcomed by all first year students.

General Education courses have been evaluated by students and have been received very positively. Most students have welcomed the opportunity to take a course that is different and that is what we want to encourage. Above all general education courses should be intellectually stimulating and broaden the students' education experience.

- Raewyn Dalziel, *Deputy Vice-Chancellor (Academic)*

TEACHING SNIPPETS

Student-generated MCQs

Neal Arthur, Senior Lecturer in the Faculty of Economics and Business at the University of Sydney, has pioneered an innovative approach to making multiple choice questions (MCQs) more relevant to students, and a more effective learning tool: he gets teams of accountancy students to write questions and a set of alternative answers for their peers to attempt. There are practical benefits in this. Arthur no longer has to rely on a published 'bank' of questions which, with yearly changes in financial regulations, rapidly become outdated. Getting students to write questions forces them to think of alternative scenarios, not only generating the 'right' answer, but working out the right question too. A group of students work in a team to write questions on a week's topic and then are assessed on the quality of the questions, while the other students in the class actually sit the group-generated MCQs. Staff wanting to find out more about the potential of student-generated assessment items will find Arthur's description and analysis of the strategy in 'Using student-generated assessment items to enhance teamwork, feedback and the learning process', Synergy, Issue 24, November 2006, pp.21-3, accessible at: www.itl.usyd.edu.au/synergy/about.cfm

New e-journal on scholarship of teaching and learning

A recently launched electronic journal – 'International Journal for the Scholarship of Teaching and Learning' – contains three particularly intriguing research articles:

'What Motivates Students to Provide Feedback to Teachers about Teaching and Learning?', Jay Caulfield, Marquette University

'PowerPoint Presentation Handouts and College Student Learning Outcomes', Illene Noppe, Jeanie Achterberg, Lori Duquaine, Margaret Huebbe & Carol Williams, University of Wisconsin – Green Bay

'What Happens in My University Classes that Helps Me to Learn?' Helen Askell-Williams, Michael Lawson & Rosalind Murray Harvey, Flinders University

The results of these authors' findings may challenge your assumptions and allow you to reflect on your current teaching practices. You can access Volume 1, Number 1 of the International Journal for the Scholarship of Teaching and Learning at: www.georgiasouthern.edu/ijsotl/current.htm

The journal is published by the Center for Excellence in Teaching at Georgia Southern University.

Do your students lack vim?

On-going research on sleep patterns and mental activity indicates that teenagers and young adults are more alert later in the day. Average 'peak' late wake-up times are 19.5 years for women and 20.9 years for men. Believe it or not, research shows that university teaching staff tend to be at their highest level of alertness in the morning.

Professor Russell Foster, Professor of Circadian Neuroscience at Oxford University, argues that teaching regimes should be reorganised to take into account the fact that young people tend to wake up later than both children and mature adults and are more intellectually and physically active in the afternoon and evening than the morning. This is not lifestyle; simple biology. Moreover, pressures to earn while studying are adding to student sleep deprivation. According to Professor Foster, 'Time formerly spent sleeping is now spent earning the rent.'

Source: 'The young and wise are late to rise', Times Higher Educational Supplement, 5 January 2007, pp.16-17

AROPÄ: a Peer Assessment tool

Q: What do "Writing and Culture", "Introduction to Pharmacology and Toxicology" and "Principles of Programming" have in common?
A: They are all large, undergraduate courses that use the peer assessment software, Aropa.

People often assume that peer assessment only works with small groups of postgraduate students but John Hamer, Senior Lecturer in Computer Science, began using it with a first year class. Inspired by the results, he has developed Aropa, software to simplify its administration. "The reason to use peer assessment is to help achieve your course's objectives," says John. "Aropa doesn't provide magic answers, only mechanisms for the process. The key to success lies in the marking rubric you provide to students -- its appropriateness to the class, subject and your aims." He believes the more a class uses peer assessment, the more value they get from it. Students' concerns over anonymity and fairness fade as they develop an understanding of the assessment process. John includes peer assessment as an integral part of every assignment. Being exposed to a range of quality of work gives students an idea of how well they're doing and of what makes a good assignment. Their understanding of the subject grows as they make judgment calls and strive to provide constructive feedback.

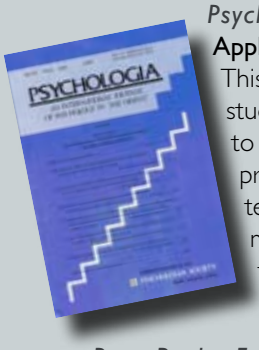
Aropa gives you flexibility. It can allocate reviewers and reviewees double blind (both anonymous) or single blind (reviewer only anonymous); stream students according to ability and ensure each student gets a reviewer from each stream; seed assignments with good and bad examples; and be used with groups or individuals

Providing academic feedback to large classes is sometimes just too hard. One spin off from the process is that lecturers get a good idea of who's a good reviewer and can develop a pool of potential high quality course markers.

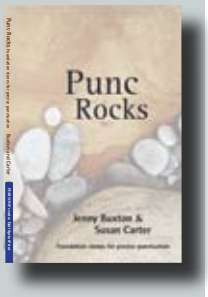
CAD learning designers began student evaluation of Aropa with a view to improving its interface and usability. More information, including the student evaluation, can be found at: **https://aropa.ec.auckland.ac.nz**

BOOKS

Effective Use of I.T.: Guidance on Practice in the Biosciences. **Stefani, L.A.J. (2006) Teaching Bioscience: Enhancing Learning Series (Eds. Maw, S. and Wilson, J.) The Higher Education Academy Centre for Bioscience, U.K.**
This book explores the use of technology in teaching and learning, curriculum design and assessment. It features bioscience case studies covering the use of online databases and predictive modeling and innovative use of the Internet to enable students to access, evaluate and use information; and computer-based assessment to set the pace of learning.

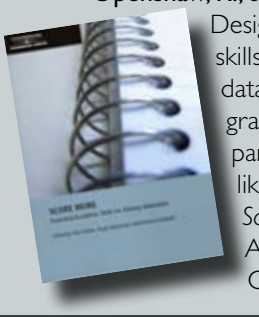


Psychologia, **49, 63-142.Manalo, E. (Guest Ed.) (2006). Applied research in university student learning.**
This special issue contains research papers in [1] memory skills that students consider most important, [2] the significance of silence to Chinese students, [3] the effect of font size on retention of text presented on computer display, [4] the use of a collaborative approach to teaching cognitive science to undergraduate students, [5] the academic motivation of Japanese students, and [6] factors that influence student teachers' acceptance of a web-based information system. Emmanuel also co-authored papers 1 and 5.



Punc Rocks: Foundation Stones of Precise Punctuation, **Buxton J and Carter, S. (2007) Pearson Education New Zealand**
Those who believe that all you need to know about commas is that you put them in every time you would take a breath if you were reading a sentence out will be surprised to learn that this lengthy sentence cannot take a comma. Based on experience in teaching punctuation at tertiary level, this book aims for simplicity, clarity and relevance to the needs of formal writing. As well as the rules, it discusses the grey areas where punctuation is optional but gives slightly different nuances. A glossary, index, and Do-It-Yourself exercises make this little book a sound addition to the required reading list on your undergraduate course.

Score more: Essential academic skills for tertiary education. **Adams, P., Openshaw, R., & Trembath, V. (Eds.). (2006). Melbourne: Thomson.**



Designed for undergraduate students, this book introduces core academic skills such as getting organised for studying, using the library and its databases, note-taking, writing clearly (with appropriate structure and grammar), citation, quotation and referencing formats (APA). It gives particular emphasis to on-line sources, and using core academic forms like essays, reports, posters, journal articles, and oral presentations. *Score More* results from a collaboration between The University of Auckland's SLC, Massey University College of Education, and The Open Polytechnic of New Zealand.

CAD PAPERS

Grant, B. (2006). Writing in the company of other women: *Exceeding the boundaries. Studies in Higher Education* 31(4), 483-495.

This article reports on an impact evaluation of week-long residential writing retreats for academic women.

Giddings, L. & Grant, B. (2006). Mixed methods research for the novice researcher. *Contemporary Nurse* 23(1), 3-11.
This article gives new researchers (masters and doctoral students) an overview of when and how to use a mixed methods approach in health (and social sciences) research.

Grant, B. (2006). Book review of *'The Challenge to Scholarship: Rethinking Learning, Teaching and Research'* (by Gill Nicholls). Studies in Higher Education 31(4), 513-515.

Gunn, C., & Harper, A. (2006). Using eLearning to Transform Large Class Teaching. In M. Bullen & D. Janes (Eds.), *Making the Transition to eLearning: Issues and Strategies* (pp. 139-156). Hershey, PA: Information Science Publishing.

The chapter describes a seven year 'pedagogy driven' and 'technology enhanced' course revision process designed to address the challenges of providing a quality learning experience for large and diverse first year science classes.

Manalo, E. (2006). The usefulness of an intensive preparatory course for EAL thesis writers. *Journal of Research in International Education*, 5, 215-230.

This paper reported on significantly higher completion rates of EAL (English as an additional language) postgraduate thesis and dissertation students who participated in the intensive preparatory course that the SLC provides in November each year.

NIGHTS OF STORY TELLING

Dr Deborah Walker, European Languages and Literature, has employed the talents of Neil Morrison, CAD, in producing a DVD to illuminate aspects of New Caledonia's cultural history: its oral traditions, the dynamics of its contemporary writers, the literature's multi-cultural dimensions and its roots in a variety of landscapes. The DVD includes readings and interviews with literary figures from the various ethnic communities living there. Images from video, archival stills and artworks have been compiled to provide an evocative backdrop to short stories that are read in French with English subtitles.

The DVD will accompany Professor Raylene Ramsay's book, Nights of Storytelling. A Cultural History of Kanaky/New Caledonia (forthcoming 2007), which comprises a series of translations linked by commentary. Dr Walker has also provided the translation for the book and edited some of the commentary. The project was funded by a Marsden Grant.

CAD STAFF AND FACILITIES

For more contact details, visit CAD's website www.cad.auckland.ac.nz/people

Student Learning Centre (SLC)

The Student Learning Centre's main purpose is to teach students how to be most effective in their studies. The Centre provides instruction, support, and resources to facilitate the acquisition of effective academic learning and performance skills, and assists students who encounter difficulties in their studies. The SLC works closely with staff in faculties/departments and other sections of the University in ensuring that appropriate learning support mechanisms are provided for students.

For information about particular programmes/ activities contact:

Associate Professor Emmanuel Manalo (Director) Dr Ema Wolfgramm-Foliaki (Deputy Director)
Doctoral Programme Dr Susan Carter (Coordinator)
Epsom Campus SLC Victoria Trembath (Coordinator)
Fale Pasifika Dr Ema Wolfgramm-Foliaki (Coordinator)
Postgraduate Programme Dr Barry White (Coordinator)
R.EAL Programme Dr Josta van Rij-Heyligers (Coordinator)
Support for Students with Specific Learning Disabilities Glenis Wong-Toi (Coordinator)
Te Puni Wananga Matthew Tarawa (Coordinator)
Tamaki Campus SLC Dr Josta van Rij-Heyligers (Coordinator)
Undergraduate Programme Fiona Gregory and Nisarg Dey (Coordinators)
Reception: Ext 89039

Academic Practice Group (APG)

The Academic Practice Group provides a wide range of academic development opportunities in the areas of university teaching and research for staff of the University. Some of our activities directly support the strategic directions of the institution while others respond to requests from individual staff, Departments and Faculties.

For information about particular APG programmes/activities contact:

Supervisor development Dr Barbara Grant (Head of Group)
Flexible learning/teaching innovations Dr Cathy Gunn
Maori academic development Matiu Ratima
Postgraduate Certificate in Academic Practice Dr Helen Sword
Teaching observations/Tutors and Demonstrators Dr Ian Brailsford
Reception: Ext 88140

CAD Administration (The "A Team")

CAD's administration team combines experience and expertise from each of CAD's component groups. Last year the administrators of each merged unit conducted a joint audit of their current administrative tasks and frequency. Based on this information and the sharing of resources, they started working on a plan on how best to structure the administrative roles within CAD. The initiative and goodwill of the group helped create what we call CAD's A-Team. Our goal is to build on our skills and resources to provide excellent administrative support to CAD.

CAD 76 Symonds St: Ext 88140

Centre Manager Lynette Herrero-Torres
Administration Anne Lee/Jenny Brown
IT Manager Norbert Borges
PA to Director Kaye Hodge
Reception Maeva Kearns
Secretary/Desktop Publishing Sinda Ruzio-Saban

SLC (Kate Edger Information Commons) Ext 88850

Administration Sarah Wright/Tressy Lobo

eLearning Design and Development (eLDD)

The eLearning Design and Development Group promotes innovations in flexible and elearning across the University. A multi-skilled professional team offers research, instructional design, technical systems, web development, graphic design, IT Literacy training and impact evaluation services to individuals and course teams. Our focus for 2007 is to apply a capacity development model to promote wider engagement with creative elearning solutions developed by, and in collaboration with teaching staff.

Please direct enquiries to:

Head of Group Dr Cathy Gunn
Graphic Design Tony Chung
IT Literacy Lyn Hood
Learning Design Liz Ramsay
Technical Systems Wen-Chen Hol
Web Development Craig Housley
Reception: Ext 88140

Photography & Television

This unit offers a range of professional photographic and television production services. These services are primarily to support teaching, research and public relations and the unit also works closely with the e-Learning Development and Design group in CAD.

Please direct inquiries to:

PHOTOGRAPHY Digital manipulation and QuickTime VR Brian Donovan
Public Relations and Aerials Godfrey Boehnke
VIDEO PRODUCTION Richard Smith Neil Morrison
Technical Video services and advice: Graeme Henderson (Coordinator) Tony Nelson

TELEVISION STUDIO FACILITY

The University is fortunate to have a fully equipped broadcast-quality television studio, operated by CAD at the Kenneth Myers Centre. This professional facility and staff are available to faculty at minimal cost to record material for teaching or research. Richard Smith television producer (CAD) says, "The three cameras and control room make it very easy to record studio interviews or discussions with visiting academics, thereby enabling students to hear from the very people whose names they would normally only read of". The facility can also be used to record dramatized sequences which are particularly useful for teaching students in Medicine and Social Sciences.
To make a booking or discuss your needs, call ext. 88212 or 88916.