

aCADemix

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Magazine of the Centre for Academic Development

Student Engagement
Web 2.0 in Education
CAD Courses and Workshops
Developing Students' Critical Literacy
Peer Mentoring for Early Career Academics
Tuhia ki te Rangi - Writing Wananga Retreats
Talking with Students who may have a Disability

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Te Whare Wānanga o Tāmaki Makaurau



In this edition of aCADemix we highlight CAD's response to a number of key themes that are of strategic importance locally, nationally and internationally.

The Academic Practice Group (APG) has been raising awareness of the complex issue of student engagement through a special seminar and workshop series that has attracted high numbers of staff. Its work was recently showcased at the 31st Higher Education Research and Development Association International Conference, the theme of which was Engaging Communities.

The eLearning Design and Development Group (eLDDG) supports many different departments and individual staff members in the development and production of online modules. Examples of projects are showcased here. eLDDG is also enabling staff to make use of Web 2.0 tools in response to the development of the institutional elearning strategy.

The Student Learning Centre (SLC) highlights the work that its team carries out in partnership with the Disability Service. While this work can often be invisible to staff, hundreds of students have benefited from advice, support information, learning resources and strategies suited to their individual circumstances.

CAD is fortunate in having the expertise of photographers Godfrey Boehnke and Brian Donovan. Some of Godfrey's excellent work is showcased on page 8.

Matiu Ratima (APG) leads the Manu Ao project, developing networks of Māori academics nation-wide. This project affirms and reflects the importance to Māori of academic development being rooted in the connection to their histories, local communities and Māori values.

I hope you enjoy reading about these aspects of our work. We welcome requests and invitations to work with all faculties and departments across the University.

Lorraine Stefani
Director, CAD

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Student Engagement - A Hot Topic

In recent years there has been considerable emphasis on the concept of 'student engagement'. This at first sight is somewhat peculiar given that the mission of universities is surely to engage students in learning through providing the conditions and the environment in which learning will flourish! However, there are many tensions inherent in the world of academia today. The core business of universities is, or should be, creating the best learning environment for our students. In a context of mass higher education, increasing diversity of the student population, globalisation and the new marketing of education, and increased competition between universities exacerbated by 'league tables', it is challenging to define the 'best learning environment' for engaging students in the learning process.

To promote a culture that 'engages students in the learning process' we need to understand the term 'engagement' in an educational context. At its simplest 'engagement' is taken to mean the extent to which students are active participants in, committed to and involved in their own learning. A more complex definition is that offered by Krause (2006): 'The well adjusted and engaged student is one who assesses and re-assesses their thinking as transitions and opportunities to engage in different ways continue through and beyond the first year of university'.

A problem with many of the definitions of 'engagement' is that they seem to assume that students understand the concept of 'engagement in the learning process'. In her research on pedagogies for diversity, Haggis (2006) takes issue with the assumption we make that all students know that university level education 'is about questioning, challenging, debating and creating knowledge as well as being about exploring and coming to know what is already known'.

A further assumption in current definitions of 'engagement' is that the curriculum we offer will engage our students. In their book *Engaging the Curriculum in Higher Education*, Ron Barnett and Kelly Coate (2005) argue that 'a curriculum for engagement calls for a teaching that is likely to engage, to connect, to lift, to

enthusure, even to inspire. A curriculum for engagement calls for a pedagogy for engagement'.

It would be a sweeping statement to suggest that we are all actively engaged in engaging our students but at the University of Auckland there are many and varied approaches to developing a curriculum for engagement. This is amply evidenced through portfolios presented for Teaching Excellent Awards, innovative projects funded through Teaching Improvement Grants, past and current projects being supported by the CAD eLearning Design and Development Group - and levels of attendance at and participation in the special topic Teaching and Learning Workshop series led by the Academic Practice Group in CAD: "Engaging Students in the Classroom. (See page 15)

One indication of the topical nature of the concept of student engagement is the high number of international conferences having 'engagement' as their theme. The Director of CAD will be delivering keynote addresses based on a recent publication (Stefani, 2007) at two of these conferences in the UK in the near future

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- Stefani, L.A.J. (2007) *Engaging Students in the Learning Process: Some Points for Consideration*. *International Journal for the Scholarship of Teaching and Learning* Vol 1 (2)
- http://academics.georgiasouthern.edu/ijsotl/v2n1/invited_essays/Stefani/index.htm (accessed 24 June 2008)

Lorraine Stefani (Director, CAD)

'Tuhia Ki Te Rangi' Writing Wānanga Retreats

A warm welcome to Māori and Pasifika students and an introduction to the ways of the University

One of the University of Auckland's goals is to promote ways to encourage Māori and Pasifika students to stay at University and complete their courses. Many academics are concerned as to how they might contribute effectively to this. As one way to help achieve this goal, Matt Tarawa and Mona O'Shea (M&M) from the Student Learning Centre (SLC) have developed writing wānanga retreats that welcome Māori and Pasifika students into the university culture. Most who attend are stage one students with a few in successive years. Here they enter a cultural space where learning to succeed academically is the focus.

"It is not only about getting students to realise how to do things, it is just as important that they understand that we believe in them and care about them" says Matt.

The first retreat was held under the auspices of the Tuakana Arts Faculty Programme in April 2007. Retreats for Pharmacy, MAPAS and NICAI followed. So far they have been two day affairs, although Mona and Matt would like to extend the time frame a little so as to allow students to settle in to the wānanga kaupapa. Many students stay in touch. "They often approach us before they approach their tutors or lecturers" says Mona.

If possible the retreats are held in the cultural spaces such as the Fale Pasifika, Waipapa Marae or Tūtahi Tono Marae. M&M bring their own cultural kudos and expertise to ensure that learning is structured along kaupapa Māori and Pasifika principles. The space nurtures and fosters Māori and Pasifika students. "It is not only about getting students to realise how to do things, it is just as important that the students understand that we believe in them and care about them" says Matt.

While fun, the retreats are firm in instilling discipline and focussing on academic work. Mona points out that she and Matt can talk more directly to these students about what they need to do than most academics within departments. A work book enables students to be monitored through the writing process and gives them practice before applying to their own assignment. Although sometimes reluctant to change from their old ways,

Photos from SLC



Mona engaging with Maori and Pasifika NICAI students during their writing retreat in the NICAI Tuakana room in the architecture building

most are flexible enough to learn new tricks. The retreats are a safe place where, for example, Mona can insist "There's no need to pretend: what don't you know how to do?" Problems are discussed with an openness, seldom possible for these students within departments. The ultimate focus is that students themselves need to learn the skills to take away with them. Mona laughs that she is the scarier of the two, although she emphasises that the environment is friendly and encouraging as well as firm. And the mixture of warmth, focus and firmness is effective.

A taste of success can be addictive... many lift their grades subsequently.

Many of the students achieve success for the first time with the assignment that came out of the retreat, and many lift their grades subsequently. Although the retreats are based on whānau principles or a shared experience, the intention is to foster independence so that students can do just as well on their own. Student engagement is more easily achieved in the cultural space, and such engagement is empowering. A taste of success can be addictive: these writing retreats are a very sound way to give Māori and Pasifika students the start they need to go on and complete their courses successfully.

Photos from SLC



Ema, Katarina and Sela studying. Yes, if you were wondering, this photo is taken in the Fale and those are mattresses they slept on.

Developing Students' Critical Literacy

Dr Hamish Cowan has joined CAD as the new Undergraduate Skills Coordinator at the Student Learning Centre. He is keen to provide workshops that extend undergraduate students as well as continue with those that provide support in developing basic academic skills.

The purpose of these new classes is to inform and discuss with students the skills and strategies essential to lifting academic performance as they move through undergraduate study.

Hamish has a PhD in Philosophy from the Australian National University (ANU), Canberra. His current research is focused on understanding the style of critical thought unique to each discipline, and formulating ways to work with faculty staff in order to enhance the critical literacy skills of their students. He is also interested in designing elearning modules

for undergraduate students to assist in the development of their evaluation skills.

Hamish plans to expand the current successful undergraduate programme with workshops to support students in developing their critical thinking capabilities.

The purpose of these new classes is to inform and discuss with students the skills and strategies essential to lifting academic performance as they move through undergraduate study.

He thinks that by the end of their first year, students should have acquired the basic academic skills and be ready to develop them towards advanced critical thought. In the workshop for second year students, particular emphasis is placed on developing critical literacy (i.e. drawing on material and developing ideas that produce in-depth evaluations of course content), writing for impact, goal setting and strategizing (especially towards post-graduate study).



Dr Hamish Cowan, Student Learning Centre

For third year students the focus is more on polishing skills, thinking about the research fields within their area of study, dealing with extensive workloads, identifying research networks and setting out a clear plan to postgraduate study and/or the job market.

The courses will be publicised via fliers to faculties and in the SLC's undergraduate handbook. Anyone interested in these workshops or wishing to discuss other undergraduate needs should feel free to contact Hamish on ext. 82455, email: h.cowan@auckland.ac.nz

SLC at Epsom Campus

Hilary van Uden has recently been appointed Coordinator and Senior Tutor for the Student Learning Centre at Epsom Campus. She has a first class honours Masters degree in English literature from the University of Auckland and has tutored in the English Department. Hilary has worked at the SLC Epsom with Dr David Pang, academic learning advisor, since 2007.

This Centre has a slightly different focus from the SLC at the city campus because most of its students come from a single faculty. Students who use the learning support services come from a range of backgrounds; many have lots of work experience in New Zealand or abroad but are unfamiliar with the academic requirements and expectations of a university.

Hilary is particularly interested in the challenges faced by mature and returning students, in issues of confidence and motivation that prevent many students from doing as well as they can, and in

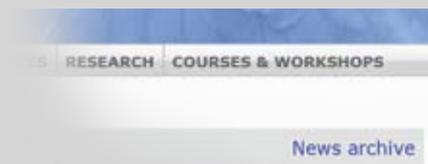


Hilary van Uden,
Student Learning Centre (Epsom Campus)

teaching students the tools that help take them up a grade, whatever their level.

The centre offers one-on-one consultations with students and conducts workshops on a variety of topics usually related to academic skills. Hilary will be working with the Faculty of Education staff to develop workshops specifically targeted at their students. Hilary can be contacted on ext. 46316, h.vanuden@auckland.ac.nz

Website News



Click MORE beside News to find the link to the archive.

The home page of CAD's website has a section for news and events with links to more information/other websites. Recent news entries include:

Referen@ite

SLC's referencing website now includes Chicago (footnotes) on the Quick@ite tool.

Te Punga Tutorial

PRIMO (The Peer-Reviewed Instructional Materials Online database) promoted the Library's tutorial, Te Punga, as Website of the Month for March 2008.

Unearthing the Past

A link to Brian Donovan's virtual tour of the Herculaneum Conservation Project - unearthing the city buried by Vesuvius in 79 AD.

Talking with students who may have a disability

As a staff member, you are likely to come across students with invisible disabilities in your day-to-day work. Currently at the University of Auckland 402 students are registered with Disabilities Services. This semester the Learning Disabilities (LD) Programme assisted 84 students identifying with a specific learning disability and a further 96 students received assistance from the Mental Health Advisors located at Disability Services. It's likely that there are many more students who have chosen not to disclose their disability while others may have an undiagnosed disability. These students are located in all faculties and disciplines. However, you need only be concerned when the disability appears to impact negatively on the student's ability to access or demonstrate knowledge, acquire skills, or operate satisfactorily in their environment. This article addresses the delicate task of approaching students who may be in need of assistance from Disability Services, the Student Learning Centre's LD Programme and/or Student Health and Counselling.

Introductory Tutorials/Lectures

Following up with specific students will be easier if you have already broached the topic of disabilities in your introductory tutorials and/or lectures. Invite students to approach you privately if they have any learning issues. Your opening statement could be similar to the following:

"I would appreciate hearing from anyone in the class who has a disability which may require special arrangements during the semester. The university offers a range of services and supports for students with disabilities, but it is important that we organise these early in the semester. If you require special arrangements, such as seating, alternative assessment formats, or other provision, please see me after the class or contact Disabilities Services."

Some students will be reticent to disclose this information immediately. Therefore it would be useful to repeat this offer on a regular basis throughout the semester.

Initial Contact

If you have identified a student with learning issues but he or she has not approached you independently, then contact him or her to arrange a meeting. It is important to avoid singling the student out from the class, so we advise initiating the meeting either via a written comment at the end of an assignment or test and/or with an e-mail or phone call. Your comments do not need to be comprehensive; inviting the student to meet with you to discuss the work at hand will suffice.

First Meeting

It is normal to feel anxious about this meeting, especially if you have had little contact with the student up to this point. However, you can ease the situation by ensuring that the interview

environment is secure. For example, some students will feel uncomfortable if sitting with their backs to the door. Prepare for the interview by jotting down your observations in advance and ensure that the student brings his/her written work so you have tangible examples to discuss. This will also give the student the opportunity to explain his/her reasoning.

Establishing the intention of your interview at the outset will set the student at ease. Explain that you would like to see the student achieve academically but you have some concerns and that it would help to work together to identify any issues. Open questions may generate detailed information to help you determine whether there is a disability at play:

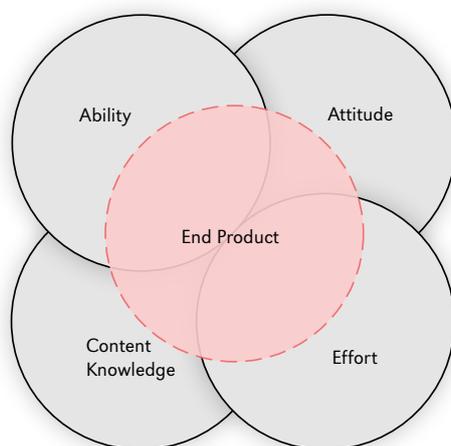
Do you think your performance/grade in this assignment/test reflects your effort and ability? Why? Why not? How much time did you spend preparing for this assessment? Are you having any problems with the content in the course? Your participation and contribution in tutorials suggest that you have a sound understanding of the course material but this does not seem to be reflected in your written work. Is there any reason for this? Have you managed to attend lectures? What do you think you need to do to improve your grades? Are you having this (particular) problem in any other papers? Have you made use of the services and support offered at the Student Learning Centre?

The task of ascertaining whether a student requires referral is complex; many factors come into play when producing written work or taking a test. Effort, attitude, ability and content knowledge must all be considered. It may be that the student had several assignments due at the same time and failed to focus on this one! However, when talking with the student, keep in mind the indicators for disabilities as outlined on page 3 of the last issue of aCADemix. (You can access an online version from the CAD website)

If the student meets one or more of the criteria, simply suggest that he or she contact us. Directing students to the student learning section of CAD's website may be helpful. Alternatively, you could ask for permission to send their details directly through to Disabilities Services or the LD Programme.

Our experience is that most students respond positively when a staff member suggests they contact Disabilities Services or the LD Programme. Many are relieved to finally identify the underlying cause of their problems and pleased to learn that they may be eligible for special conditions, note taking support and extra tuition in generic academic skills.

If you would like to discuss any aspects of these articles or to ask for advice, please feel free to contact Glenis Wong-Toi (ext. 83972, g.wong-toi@auckland.ac.nz) or Jackie Ede (ext. 83038, j.ede@auckland.ac.nz)



Wouldn't this make YOU want to be a geographer?

Photo: Maree McEntee



"And the lucky winner is...", SGGES graduates now working for the ARC examine native fish from a West Auckland stream.

CAD is currently working with The School of Geography, Geology and Environmental Sciences (SGGES) to produce a DVD to show career opportunities available to graduates of the School. Video provides an ideal medium for taking students directly into workplaces and then out in the field to see actual projects currently being worked on by graduates.

The DVD will be distributed to a variety of audiences: SGGES lecturers who will use it to assist them with contextualizing how knowledge learnt at University is applied in the workplace, as well as secondary school geography teachers and students to enable them to see the diversity of opportunities available to students who study environmental subjects. The DVD will also become a valuable resource for use at events like Courses and Careers day.

Eleven case studies of graduates in the workplace are being filmed. These include graduates in the corporate sector, public service, education, private consultancy, regional councils and self employment. With SGGES covering subjects in both the Earth Sciences and the Social Sciences, it has been important to show this scope in the DVD. One case study of a graduate working in private consultancy as a hydrogeologist includes footage of the restoration of a degraded and hazardous environment from previous mining activities. Another case study shows the unusual positioning of a geography graduate in the climate change services department of a global accountancy firm in central Auckland.

Photo: Maree McEntee



"Who's the funny guy with the big white thing?" Discussing the rehabilitation of a mine tailings dam in Te Aroha.

SGGES has a history of collaborating with CAD to produce motivational, media-rich resources, with a range of purposes and audiences. One such collaboration, a Rocks and Minerals website, is also freely available to the public at http://flexiblelearning.auckland.ac.nz/rocks_minerals/. As well as being used as a resource for teaching here at the university, it is very popular with schools. They can request a free copy of a DVD including not only the website, but higher-resolution

Photo: Maree McEntee



"There must be some sand around here somewhere." On location at Te Henga with a SGGES field trip

specimen photography and a 20 minute video on the Geology of Auckland directed by Neil Morrison as part of that project. Neil, who has an interest in environmental science, is working with Marie McEntee and Joe Fagan from SGGES to produce the video clips. Along with CAD's Richard Smith, he has spent several days in locations as diverse as inner city wetlands and streams, a disused mine, Tauranga beaches, Bethells' Beach sand dunes, central Auckland offices and the forests and rivers of Nelson. "The technical expertise we have received from Neil and Richard has been so valuable". says Marie. "They are very calm and professional and this has really relaxed our graduates so they feel comfortable on camera."

The project was initially submitted for development with CAD's eLearning Design and Development Group last year but, after initial discussions, it was decided that since the primary focus is video, CAD's Photography and Television unit should take the lead. eLDDG will design and produce a navigable DVD and website of the video after shooting and editing is complete. The DVD is due for release in early August.

Managing Digital Resources

Creating a Digital Repository of Resources on the Antarctic

Drivers:

- Easy, organised and searchable storage
- Secure access
- Collaboration/community of practice between contributors
- Sustainability/reusability of digital resources

Solution:

- DigiTool <http://www.exlibrisgroup.com/category/DigiToolOverview>

Issues:

- Managing access and use
- Copyright
- Wider use within School of Biological Sciences

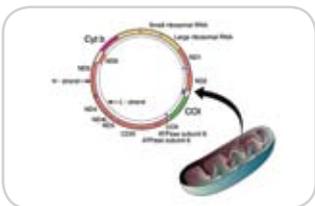
A digital repository is a globally accessible, web-based library of digital resources. It enables easy retrieval and reuse of such resources by supporting organised, searchable storage through cataloguing. Such a repository seems to be the ideal solution for the team teaching Stage One Biological Sciences and General Education paper, Antarctica: The Frozen Continent. They are currently working with the eLearning Design and Development Group (eLDDG) to enhance their online course. The project aims to enrich the students' learning experience by creating new self-directed learning modules that utilise visual resources such as photos, graphical illustrations, videos and multimedia. Ashwini Datt, a learning designer with the CAD elearning team, is leading this project.

Through its own research programs and those of colleagues in New Zealand and abroad, the teaching team has accumulated a large number of photos, videos and multimedia presentations of Antarctica and its wildlife. Setting up a digital repository to store all these resources in a secure, yet convenient location with organised and searchable storage will allow the team to maintain these resources for future use. It will also make it possible to share these valuable resources within the university and beyond, thus providing an opportunity to build on existing collaborations, and foster a community of practice with fellow researchers and biological science teachers. The overall intention is sustainable use of these multimedia resources. Initially this will be achieved by selecting a few as core components of the course while making the rest available to the students enrolled in the course.

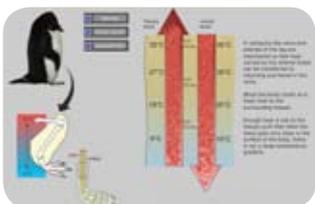
DigiTool, an existing digital repository (<http://digitool.auckland.ac.nz:8881/main>) that is available through the University Library is currently being trialled. Initially it will be used to store and catalogue a range of digital resources around the teaching themes for use in BIOSCI100 & 100G. The Dublin core (<http://dublincore.org/>) is used to standardise the metadata descriptors. The organisation of items in the repository is illustrated below.



Title: Penguin "Teeth"
Photographer: Yvette Wharton
Date: December 2004
Description: Penguins don't have teeth, but they do have backward-pointing spines made of keratin inside their mouths
Format/Type: Photograph (jpeg)
Publisher: School of Biological Sciences, The University of Auckland



Title: Animal Mitochondrial DNA
Creator: Vivian Ward
Subject: DNA Barcoding
Description: Each animal cell contains hundreds of copies of mitochondrial DNA. A small region of the mitochondrial gene Cytochrome C Oxidase (COI) has been selected as the DNA barcode for vertebrates.
Format/Type: Graphic illustration (jpeg)



Title: Vasoconstriction
Creator: Yvette Wharton
Subject: Counter, current and selective vasoconstriction
Description: This animation examines heat loss in penguins. They can regulate heat loss using counter current heat exchange and selective vasoconstriction.
Format/Type: Animation (swf)

In designing the digital repository, the team is mindful of issues around copyright and access. The project will investigate the potential of this repository as a teaching resource and the practicality of maintaining and building on such a system in the longer term. It will also consider the long term costs for investment in such a system and likely usage by the staff within the School of Biological Sciences.

For more information on this project or to discuss similar initiatives please contact Ashwini Datt on ext 87613 or email a.datt@auckland.ac.nz.

Catching the Moment

Godfrey Boehnke's photographs will be familiar to anyone who regularly reads University publications. They also grace many educational resources. Godfrey is renowned for his wisecracks and dedication to getting the shot you need. These days he is assisted by Kathryn Robinson (BDES in Graphic Design, Photography), which makes those big shoots far less fraught.

The Group Shot



Photo: Kathryn Robinson

Praying for Cloud Cover

Bright sun overhead may make subjects smile but it can make those smiles disappear into deep shadow below gleaming foreheads.



Photo: Kathryn Robinson

Perspective

It's not enough to find a great perspective, you need to research access to avoid crawling through places only ever intended for service contractor,s or flailing around at the top of a too-short ladder. Then you have to corral these happy subjects.



Photo: Kathryn Robinson

Final Group Shot

Preferably engage a border collie, otherwise a human will do. Get yourself a megaphone. Get into entertainer mode. Wisecracks help to get them all to relax simultaneously. Finally choose the best shot.

On Location at Leigh Marine Laboratory



Having the picture framed already enabled Godfrey to catch this shot which was published in the NZ Herald.

Helen Clark (left) shows a sense of fun we rarely see when she was dared to pick up a live crayfish.

Performance



Photo: Kathryn Robinson



Photo: Kathryn Robinson

The long shot or the sneaky shot are required as audible or visible interference with a performance is a definite no-no.

Aerials



Photo: Richard Smith

Godfrey has a love-hate relationship with aerial shoots. Although extreme organisation is complicated by reliance on weather conditions (overcast but clear), there's nothing like the thrill of getting that good shot while hanging from a harness high above the subject. (The picture of Godfrey and Graeme Henderson was actually taken on the ground)

Google Earth Aerial Panoramas

CAD photographer Brian Donovan has recently created some experimental aerial panoramas using Google Earth. This was done by capturing a series of screen shots while rotating above a location in Google Earth, then stitching the images just as one would for a conventional photographic panorama. He then added a separate 360° photograph of a sky and clouds, and introduced a degree of haze and aerial recession to the scene to enhance the sense of realism.

When the resulting spherical QuickTime VR panoramas are viewed on a computer display the viewer can click and drag on the image to look in any direction (see screen grab illustrations at right of arbitrary views of a scene over the archaeological site of Herculaneum in Italy, showing the Bay of Naples and Mt Vesuvius).

One possible use for such panoramas could be in a lecture or presentation where the use of the Google Earth application itself might prove too time-consuming or awkward. They could also have embedded clickable 'hotspots' which can launch other media or link to web pages.

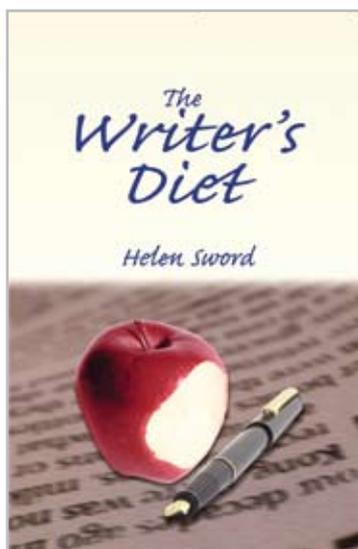
Thanks to CAD staff members Craig Housley, Wen Chen Hol, and Tony Chung for assistance with this project.



Google Earth™ mapping service



[Home](#) [About the Book](#) [About the Author](#) [The Wasteline Test](#) [FAQ](#)



The Wasteline Test

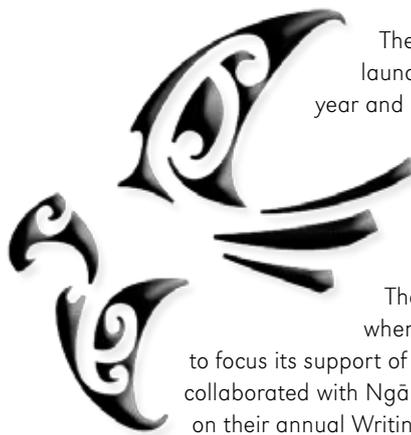
The Wasteline Test is an online diagnostic instrument developed by Dr Helen Sword (CAD) and programmed by Dr John Hamer (Computer Science). The test allows you to paste samples of your own writing (up to about 1200 words each) into an interactive dialog box. For each of the Wasteline Test's five sections – verbs, nouns, prepositions, adjectives/adverbs and 'waste words' – your work will be rated according to the following Verbal Fitness scale:

Lean	Fat-free
Fit and trim	In excellent condition
Needs toning	Would benefit from a light workout
Flabby	Judicious editing required
Heart attack territory	May call for editorial liposuction!

The Wasteline Test offers a diagnosis, not a prescription; a heuristic, not a rigid set of rules. For advice on interpreting and improving your results, please consult the book upon which the Wasteline Test is based: *The Writer's Diet* by Helen Sword (Pearson Education NZ 2007).

www.writersdiet.ac.nz

Manu Ao Update



The Manu Ao pilot was launched successfully last year and has made progress in achieving its aim of developing networks of Maori academics. (See Issue 3, Page 13)

There are three key areas where Auckland has chosen to focus its support of Māori staff. First, we collaborated with Ngā Pae o te Maramatanga on their annual Writing Retreat. We provided funding for six Māori staff members who, because they are senior staff, would not have been eligible to attend. These staff both wrote and provided informal mentoring support for the Ngā Pae PhD writers. Second, we provided a series of free Māori Language Classes for staff at beginner and Intermediate level te reo. These have been well attended (50 registered to date) and staff are excited about the opportunity and the impetus to inject some more reo into their day to day routines. Third, we ran three local forums on Māori kaupapa:

Histories of Waipapa (to celebrate our marae's 20th birthday); a seminar on the power of aroha in academic life run by Dr Charles Royal; and, in collaboration with Ngati Whatua, a guest panel on the Bastion Point Occupation to commemorate 30 years since the occupation. All forums were well attended and reflected the need for Māori academic development to be deeply grounded in the connection to our histories, our local communities and our values as Māori. We look forward to progressing these initiatives in Semester 2.

The weekly national seminars will be held monthly in semester 2. Feedback has been that they would benefit from a more strategic focus than in the past .

The MANU AO coordinator, Matiu Ratima, will be away on parental leave until 25 August, 2008. The MANU AO administrator, Kerianne Wikitera, will be organising the first three seminars of Semester 2.

Anyone interested in presenting a topic related to Maori Development should contact Kerianne by email at k.wikitera@auckland.ac.nz

CAD contributes to National e-Learning Guidelines Project

The e-Learning Guidelines for New Zealand were initially developed by a group of tertiary institutions led by Massey University and including the University of Auckland. A second round of funding for implementation of the guidelines was awarded by the Tertiary Education Commission through an e-Learning Collaborative Development Fund grant. The University of Auckland continues its involvement as one of 18 participating institutions in this second phase of the project.

The broad aims of the project are to enhance e-learning in New Zealand by implementing the guidelines in local contexts, and to deepen understanding around the process and guidelines through sharing of experience within the e-learning community. The insights gained through this experience contribute to progressive refinement of the guidelines.

The University of Auckland's current contribution focuses on the Learning, Teaching & Assessment course offered in the PGCert in Academic Practice. The project, led by Adam Blake (Senior Tutor, eLDDG) and Dr Cathy Gunn (Head, eLDDG) is entitled, "Promoting quality e-learning practice in tertiary teaching". Its goal is to enhance participants' engagement with learning, teaching and assessment by using the student-focused section of the guidelines to inform design and evaluation of an e-learning dimension for the course. Participants gain hands-on experience of enhanced learning through tasks that make good use of e-learning design and technologies. The aim is to motivate them to make good use of e-learning in their own teaching.

Implementation of recommendations arising from the project began in 2007, and has continued through Semester 1, 2008. A

number of course participants have been working on e-learning focused projects for the Independent Project component of the PGCert qualification.

Dr Helen Sword, Head of the Academic Practice Group (CAD) and coordinator for the PGCert, says, "The e-Learning Guidelines are not just a useful tool for e-learning innovations - they are very helpful in affirming good pedagogical practice generally and as a framework for developing innovative, student-centred teaching and learning".

The University of Auckland project will be written up as a case study to be added to the e-Learning Guidelines website. Dr Cathy Gunn and Adam Blake have also submitted a chapter on the project for a forthcoming book *Effective Blended Learning Practices: Evidence-Based Perspectives in ICT-Facilitated Education*. The meeting of coordinators took place at the HERDSA conference held in Rotorua on 1-4 July, 2008.

You can view the e-Learning Guidelines and a range of case studies at: <http://elg.massey.ac.nz/>



Web 2.0 in Education

July 2008

RSS Feed



Blog Archive

» 2008 (3)

» July (3)

Why the hype?

Blogs

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About Me

Educator

View my complete profile



Training

Web 2.0 Courses (see page 15)
www.cad.auckland.ac.nz

Slideshow



Links



<http://www.flickr.com>



<http://digg.com>



<http://del.icio.us>

Why the hype?

Web 2.0 has enabled communication and interaction to coalesce into social networking tools providing a significant community or social aspect to the web. Social software includes a range of web-based programs allowing users to interact and share data with other users. Examples include social sites like MySpace and Facebook and media sites like Flickr and YouTube. In an education environment, tools such as blogs, wikis and social bookmarking allow the user to create online communities with common interests and give everyone an opportunity to interact and have a 'voice'.

Posted by Educator at 4:35PM

BLOGS



Web 2.0 Expo 2007 Some rights reserved: "Scott Beale / Laughing Squid": <http://laughingsquid.com>. (Photo found in a search of Flickr's Creative Commons photographs.)

A blog is formed with a list of entries like a personal diary or journal posted on the web. There are numerous blogsites such as www.blogger.com or www.wordpress.com.

Depending on the type of blog you have setup, you would write commentary or news on a particular subject, record personal events, research, work-related travel, politics, links to web sites of interest, or use it as a tool to engage with students. Each blog entry can be a combination of text (formal or informal), images or other media related to the topic, and links to other blogs and

web pages. Your blog can be accessible to the public or restricted to invited readers or contributors of your choice. Readers can interact with you by email or by commenting on your blog entries. They can also subscribe to RSS feeds from your blog, to be updated on new entries. This form of interactivity between reader and author is an important part of many blogs making them an ideal collaborative space for interaction between students.

Academics may also use the blog to communicate with their students or colleagues. Blogs are informal and easily accessed without the need for special software or training. They can build the profile of the author, showcasing them within an institution as having talent and expertise to engage and inform an audience, develop relationships and present a human face for the organisation. They can be used in education to provide a record, showcase or portfolio of student work. Their sequential nature can be useful in demonstrating developments, in announcing updates within courses, and in introducing group activities or tasks to the class.

The sidebar can be used for a range of purposes some of which are illustrated at the bottom right of this blog.

Posted by Educator at 2:24PM

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Posted by Educator at 11:36AM

Peer Mentoring for Early Career Academics

Dr Barbara Kensington-Miller has recently joined CAD from the Mathematics Department in the University of Auckland's Science Faculty where she completed her PhD. Prior to this Barbara taught mathematics in a range of secondary schools for approximately 20 years. Her PhD research involved working in ten decile 1 secondary schools setting up peer mentoring for senior mathematics teachers. Barbara's research revealed peer mentoring to be an effective and sustainable professional development strategy under certain conditions. In particular, her results highlighted the importance of first establishing a community of practice to support peer mentoring, a feature not previously identified by researchers as being linked.

Barbara's specialisation within CAD's Academic Practice Group will be in providing support for early career academics. One of the support mechanisms she intends to introduce is peer mentoring. This will not replace traditional mentoring where a more experienced person guides and advises on dealing with new situations, but it provides an opportunity for newcomers to support each other and talk through situations with people in similarly unfamiliar circumstances.

There are many challenges that face new academics. Some of these may include coping with a new town, country or culture, or just working in a different environment. It may be that they have to adjust from thinking about the sometimes esoteric specialisation of their research to teaching the more generic subject matter often required at early undergraduate level, or the

reverse. Many of the challenges are not issues a new academic may wish to talk about with someone more senior in their department and a peer mentor would fill this need.

Identifying potential peer mentors and setting up this support process will be a new opportunity initially offered through the mandatory three-day Introduction to University Teaching and Learning held from September 10 to 12. The new model is designed to help by providing additional support rather than entailing yet another commitment involving extra workload.

Anyone who would like to know more about this, but will not be attending these workshops, should contact: Barbara Kensington-Miller, ext. 82091, or email: b.kensington-miller@auckland.ac.nz



Dr Barbara Kensington-Miller, Academic Practice Group

CAD Faculty Fellowships in Academic Practice

We are delighted to announce the 2008 recipients of the CAD Faculty Fellowships in Academic Practice, which offer support and recognition to UoA staff enrolled in CAD's Postgraduate Certificate in Academic Practice. Each Faculty Fellow will receive a \$2500 grant-in-aid to assist with teaching relief, research assistance or similar expenses – in short, anything to help lighten the recipient's workload during the enrolment period.

The PGCert in Academic Practice is a tertiary teaching qualification that has been designed especially with the needs and aspirations of UoA staff in mind. Taught on a part-time basis over a two-year period, the Certificate prepares academics not only to be excellent teachers but also to negotiate the competing demands of teaching, research and service. The programme is open to any qualified applicant currently employed in a learning support role in the tertiary education sector, including not only full-time lecturers but also senior tutors, librarians, flexible learning designers and other academic support staff.

The Faculty Fellowship programme affirms the critical importance of preparing early-career staff for future academic leadership

roles and ensures that a balanced cohort of PGCert participants will be drawn from across the University each year.

The 2008 Faculty Fellows are: Alison Cleland (Law); Jennifer Frost (Arts); Richard Lin (Engineering); Nickola Overall (Science); Nicholas Rowe (NICAI); Ashvin Thambyah (Engineering); Meripa Toso (Education); Marianne Turner (Arts); and Hanna Wilberg (Law). Six of the fellowships have been funded by CAD, and three additional fellowships are being sponsored by the Faculties of Arts, Engineering and Law.

Congratulations to all our new Fellows, and special thanks to the Deans and HoDs who have nominated staff for this programme. Faculties and Departments provide crucial support for PGCert participants in the form of fee remissions, reduced workloads and general encouragement.

For further information about the CAD Faculty Fellowships and/or the PGCert in Academic Practice, please contact the course coordinator, Dr Helen Sword (h.sword@auckland.ac.nz).

Quality Postgraduate Education

Quality in Postgraduate Research Conference (Adelaide 2008)

Members of CAD's recently-created Doctoral Education Research Group attended the biennial Quality in Postgraduate Research conference in Adelaide to present papers based on their own research but also to feel the pulse of global postgraduate education. QPR brings together government policy makers, senior university administrators, graduate supervisors, academic and educational developers and postgraduate students from Australasia and beyond.

The emergence of China as both a significant exporter of doctoral candidates to Europe, North America and Australasia, and as a country that is developing its own capacity to produce graduates is one of the global changes occurring. Professor Hongxiang Lou from Shandong University outlined the phenomenal expansion within China in the last decade, made more remarkable by the fact that until the mid 1980s doctoral education was virtually nonexistent on the mainland. Debra Stewart, President of the Council of Graduate Schools in the United States, spoke frankly about the challenges facing American universities as world leaders in graduate education. Professor Jean Chambaz from the European Council on Doctoral Education outlined how European countries were attempting to harmonise doctoral education to meet a changing world. Collaboration and competition in the doctoral education

marketplace were presented as not being mutually exclusive strategies.

These keynote addresses highlighted the economic costs and hoped-for benefits of investing in doctoral education from a national perspective; at an individual level the doctorate is viewed less as an 'individual slog' (as one speaker phrased it) but more a professional research training. Where this training leads the candidate is of increasing interest as the majority of graduates in this part of the world are not going into academic jobs. If this is the case, should the format of the doctorate be changed and should institutions do more to ensure that a doctoral education is more than just a thesis? These were questions addressed by several speakers who described alternative formats for presenting research for examination and 'generic skills' programmes to add value to the doctorate.

Dr Susan Carter and Dr Barbara Grant from CAD acted as referees for the published papers which can be found at: <http://qpr.edu.au/2008/qpr2008.pdf>

Papers presented by the CAD staff attending the conference can be accessed via the Doctoral Research Education Group's webpage at: http://www.cad.auckland.ac.nz/index.php?p=research_clusters

Vista & Office Courses Update

The initial CAD / ITS roll-out of courses using Microsoft's new operating system and Office application software ended in July. The introductory courses on Vista, and Microsoft Office 2007's Word, Excel and Powerpoint are now subject to the usual minimal fee.

Interest was very high, particularly in VISTA. Some courses saw 100% of the participants already using Vista and Office 2007. Those that didn't already have these versions went away keen to have them installed. The manuals included lots of additional Office 2007 concepts and reference material. Participants were enthusiastic about some of the additional features of the new version.

The new software looks very different. However, when we surveyed participants, those who did not already have it installed told us they didn't find it too difficult to translate what they'd learned in this new environment back to the earlier version software on their staff machine.

Completing introductory level courses provided an opportunity for all levels of users to brush up their skills and learn new tips.

Mac Users

CAD now has Office 2008 installed on our Macintosh computers so unless courses are labeled (PC only), we welcome enrolments from Mac users.

Web 2 Courses

The why, what and how of Web 2. All staff but particularly those involved in teaching and learning should consider our series of Web 2.0 workshops and clinics. These focus on the collaboration and sharing of information online using tools such as blogs, wikis, and social bookmarking.

For information, enrolments and timetable for our current IT literacy courses, look under Courses and Workshops on www.cad.auckland.ac.nz. Enquiries to Lyn Hood ext 87951 or send an email to l.hood@auckland.ac.nz



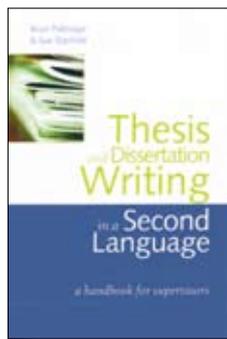
Members of the newly formed Doctoral Research Education Group: From left to right: Barbara Grant (APG), Julie Bartlett-Trafford (SLC), Susan Carter (SLC), Tessa Sillifant (DREG communications manager), Ian Brailsford (APG) & Fran Kelly (SLC)

One Useful Book for Supervisors!

Paltridge, B. & Starfield S. (2007) *Thesis and dissertation writing in a second language: A handbook for supervisors* London: Routledge

This is the most useful book describing the thesis process that I have seen in the last year or so. The University of Auckland Library currently has three copies: you will find them at call number **808.042 P18**. If you supervise English second language (ESL) students, or if you simply want a book to inspire your supervision practice with all students, this is a good one to choose for its insights. I don't have a vested interest in this book, so why this rave?

Two reasons: the book is unusually explicit and concrete. Because it addresses the needs of specifically ESL students, it overtly spells out some of the implicit codes regarding the moves that need to be made in the thesis. Even for those with experience of theses, Paltridge and Starfield's explicit explanation of the implicit is illuminating. A tiny example is the discussion of hedges (might/perhaps/possible/about), boosters (in fact/definitely/it is clear that), attitude markers (unfortunately, I agree/surprisingly), and engagement markers (consider/note that/you can see that), with advice as to where in the thesis they are likely to be appropriate. Spelling out the implicit conventions of research language in such a concrete way reveals the mechanisms of theses.



Many models from previous educationalists (for example, Ballard and Clanchy, 1997; Swales and Feak, 1994; Bunton, 2002 to name just a few at random) are appropriated for the purpose of clarity. Derivative tables and charts about the aspects, sections and manoeuvres of the written thesis reveal the bare bones of its genre. The focus is on supervisors with ESL students, but this makes the book an extremely clear one for supervisors per se. Those who have studied ESL literature won't find much new here, but if you have not, then benefit from a synthesis of good anatomisation done initially for a non-native-English speaker audience.

The "penny drop" moment when something suddenly makes sense is one that many thesis writers describe, and supervisors often yearn to facilitate. If this sounds familiar to you, get this book and give it a quick look through. It is well organised with a couple of more general chapters than several that dissect specific parts of the thesis (e.g. introduction, background chapters, methodology, results, discussion and conclusion) to show how they work. The publication details are New York: Routledge, and there are 189 pages here. On lots of them I suspect you will find something that might be of use.

– Susan Carter

Writing Research across Borders

Writing Research Across Borders Conference (Santa Barbara 2008)

Santa Barbara is famous for several things – wine and warm weather for example – but for many researchers in the fields of writing and composition, English and linguistics, Charles Bazerman is one of those things. Chuck, as he likes to be called, was the host of this large conference that took place at the University of California Santa Barbara earlier this year. Over six hundred delegates attended, one of whom was CAD's Frances Kelly.

Frances presented a paper called 'Writing in the 'frame lock'; writing across borders'. This paper argues that when researchers undertake a study there are a number of potential pitfalls, the most innocuous of which seems to be the choice regarding citation and style. Nonetheless, such issues as whether or not to include an author's name, or the date of publication in text, or in parentheses, or in a footnote or endnote are of concern for every writer – especially if they are researchers who cross disciplinary borders. These border travellers must negotiate the issue of writing across disciplinary frames of convention, articulated partly through style.

The conference was primarily attended by North American delegates with an interest in the teaching composition at the undergraduate level, but there was a small wing of presenters who were focused on developing writing at postgraduate or doctoral level, which is where Frances' interests lie. Notable papers included one by Nancy Lea Eik-Nes, lecturer and PhD candidate at the Norwegian University of Science and Technology. Nancy's unique approach to developing the writing abilities of the postgraduate engineering students with whom she works was to get them to do 'dialogging': to email her weekly samples of unpolished or "backstage" (Erving Goffman) writing about their research. Meeting with Nancy, as well as other delegates from the UK, Australia and Sweden who share an interest in writing at postgraduate level, made this a conference that more than made up for the unseasonably terrible weather that hit Santa Barbara that week.

www.writing.ucsb.edu/wrconf08



CAD Courses and Workshops

ACADEMIC PRACTICE

Engaging Students in the Classroom Series

(All in CAD Seminar Room, 5th Floor, 76 Symonds Street)

Discussion Activities for Tutorials and Classes up to 40

Tues 5 August, 2008 1:00pm - 4:00pm

Getting Participation in Large Classes

Thurs 14 August, 2008 1:00pm - 4:00pm

Beliefs that Make a Difference: Secondary Students Thinking about Assessment

Presenter: Gavin Brown, Education (hosted by Ian Brailsford). Monday 25th August 2008, 12:00pm - 1:00pm

Getting Students to Take Responsibility for Their Learning

Presenter: Ian Brailsford with Mark Jones (Chemical & Materials Engineering) and Nancy November (Music)
Tuesday 2nd September 2008, 1:00pm - 2:00pm

Other APG workshops coming up

Tuakana Introduction to Tutoring Māori & Pasifika Students

Friday 5th September 2008 - All day event
CAD Seminar Room, 5th Floor, 76 Symonds Street

An Introduction to University Teaching and Learning

(Various Venues)
A three-day introduction designed to introduce early-career academics to key concepts and strategies for university teaching and learning.

This is mandatory for all new-to-teaching academic staff.

Wednesday 10th September, Thursday 11th September and Friday 12th September 2008. 9:00am - 4:30pm

Watch out for our Teaching and Learning Showcase Week taking place from Tuesday 28th October - Friday 31st October, 2008.

To enrol in workshops or for further details please go to www.cad.auckland.ac.nz and view the Academic Practice and IT Literacy Workshops (Courses & Workshops page). The monthly IT Literacy Newsletter can also be downloaded here.

You can access information about the Student Learning Centre's workshops from this web page or the Student Learning section of CAD's website.

INFORMATION LITERACY

IT literacy courses are available to all University of Auckland staff and are generally held in the computer training rooms on the 4th floor of 76 Symonds Street. Most incur a fee which will be charged to your department.

A wide range of courses are held regularly in the following broad categories:

- Bibliography
- Databases
- Data Analysis
- Introduction to Computing
- Presentation Packages
- Spreadsheets
- Worldwide Web
- Word Processing
- Other courses (e.g. email, digital photography)

Enquiries to Lyn Hood: ext 87951 or email l.hood@auckland.ac.nz

Web 2 Courses

(See article on page 11)

Web 2 Tools

Looks at blogs, wikis and social bookmarking, and considers their uses in teaching and learning.

Monday 8th September, 2008, 1:00pm - 3:30pm

Monday 10th November, 2008, 1:00pm - 3:30pm.

WEB 2 Tools Clinic

This session will provide an opportunity for those seeking to implement Web 2.0 tools in their teaching to work on specific challenges they are encountering, and to discuss related pedagogical issues.

Wednesday 8th October, 10:00am - 12:30pm

Tuesday 25th November, 2008, 10:00am - 12:30pm

Publications



Brailsford, I. & Kelly, F.J. The doctorate worldwide. S. Powell and H. Green (eds.) *Review in Studies in Higher Education* 33 (3): forthcoming, 2008.

Grant, B. M. Agonistic struggle: Master and slave dialogues in humanities supervision. *Arts & Humanities in Higher Education*, 27(1), 9-27.

Stefani, L.A.J. (2008) Engaging our Students in the Learning Process: Some points for consideration. Invited Essay *International Journal for the Scholarship of Teaching and Learning* vol 2 (1) http://academics.georgiasouthern.edu/ijsot/issue_v2n1.htm

Sword, H. (2008). The longitudinal archive. *International Journal for Academic Development*, 13(2), 87-96.

Blake, A.R. & Doherty, I. (2008). An Instructional Design Course for Clinical Educators: First Iteration Design Research Reflections, *Journal of Learning Design*, 2, (2), 83-104.

Correction

We are informed that the photo of a skull identified as a moa bone on page 4 of Issue 3 of aCADemix is in fact an adzebill (*Aptornis*). This is rather rarer than moa bones and was a little bigger than the smaller moa. Moa beaks are all somewhat broader at the tip than in the adzebill. Many thanks to Jack Grant-Mackie for pointing this out.



CAD Staff and Facilities

See also **People** at: www.cad.auckland.ac.nz

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New Staff



Hilary van Uden was recently appointed Coordinator and Senior Tutor for the Student Learning Centre at Epsom Campus. She has a first class honours

Masters degree in English literature from The University of Auckland and has tutored in the English Department. (See article on page 4)



Dr Hamish Cowan has joined Student Learning Centre (CAD) as the Undergraduate Skills Coordinator. He has a PhD in Philosophy from the Australian National University and is an experienced tutor at tertiary level. (See article on Developing Critical Literacy on Page 4.)



Dr Barbara Kensington-Miller comes to the Academic Practice Group (CAD) from the Science Faculty. She has a PhD in mathematics education from The University of Auckland and will work primarily with early career academics. (See article on Peer Mentoring on page 12)

Academic Practice Group (APG)

76 Symonds St

Postgraduate Certificate in Academic Practice
Dr Helen Sword (Head of Group) h.sword@auckland.ac.nz

Maori Academic Development
Matiu Ratima m.ratima@auckland.ac.nz

Supervisor Development
Dr Barbara Grant (on leave semester 2)

Teaching Observations/Tutors and Demonstrators
Dr Ian Brailsford i.brailsford@auckland.ac.nz

Early-Career Academics
Dr Barbara Kensington-Miller b.kensington-miller@auckland.ac.nz

Reception: Ext 88140 cadreception@auckland.ac.nz

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