

# aCADemix

Issue 5 | March 2009

Magazine of the Centre for Academic Development

Clickers

PeerWise

Peer Mentoring

Website for Demonstrators

Teaching & Learning Showcase

A tool for developing educational websites

[www.cad.auckland.ac.nz](http://www.cad.auckland.ac.nz)



The Centre for Academic Development begins the year with a growth spurt as we are joined by the English Language Self-Access Centre (ELSAC), one of the University's major

service providers for students who have English as an additional language. There are natural affinities between the work of ELSAC and that of CAD's Student Learning Centre (SLC) and this move will facilitate those connections.

Three years after its inception, CAD has many projects based on collaborations within CAD, across the University and sometimes internationally. One example is the newly relaunched Referen@ite. The site's enhancement called on the skills of staff from CAD's SLC and eLearning Design & Development Group (eLDDG) along with staff from other University departments. Another is the cool new demonstrators' website, Teaching in Labs, developed by retired and current CAD staff and teaching staff from several Faculties. And then there is the international collaboration with several overseas universities to develop an online training programme in elearning for university staff.

Throughout the pages of this issue of aCADemix, you'll find a smorgasbord of CAD's activities. Much of our work supports the University's teaching and learning aspirations: eg the development of CourseBuilder to assist teaching staff in building online courses and resources, or the pilot peer mentoring programme for early-career academic staff. Some articles offer suggestions for teaching practice drawn from the experience of department-based colleagues or CAD staff – the piece on the clickers project and another giving tips for inclusive education are written in this vein. Others highlight opportunities for particular groups of staff eg for Maori staff, or for Pacific Island learning advisors.

You'll also see that CAD is an active player in the research arena, through our services to other colleagues (eg a DVD to accompany a book on Kanaky/New Caledonia) and through our own research and publications. Enjoy!

Barbara Grant  
Acting Director, CAD

## Referen@ite

Beginning in Semester 1, 2009, Referen@ite will be presented and supported as the University's main referencing resource for students. The award-winning site, initially developed at CAD's Student Learning Centre (SLC) by Associate Professor Emmanuel Manalo and Jenny Marshall, has been upgraded with many enhanced features and content. The revisions to Referen@ite have been coordinated through the University's Teaching and Learning Quality Committee. A team including Associate Professor Manalo (Head, SLC), Jenny Marshall, Hester Mountifield (Assistant University Librarian), Craig Housley and Tony Chung (CAD), Dr Douglas Carrie (Business and Economics), Lynne Mitchell and Megan Sutton (Library), and Dr David Tippin (the University's Quality Coordinator) have worked together on the project.



Students – and staff – can explore Referen@ite at [www.cite.auckland.ac.nz](http://www.cite.auckland.ac.nz)

## Website supports Demonstrator Training



cartoon by Sophie Reissner

A website to support training and good practice for Lab Demonstrators (aka Teaching Assistants) was launched ahead of the start of semester one. Senior Tutors in the Faculties of Science, Engineering and Medical and Health Sciences worked with CAD staff to create a design that mimics the contemporary style of an upbeat, online newspaper. The concept proposed by retired CPD staff member Ernie Barrington drew on the considerable creative talents of research assistant Sophie Reissner during development. The 'six Ps' of good practice; preparation, patience, punctuality, personality,

presence and professionalism are featured, along with communication and learning facilitation skills. In true online newspaper style, the site includes a collection of video clips with personal narratives from students, Lab Demonstrators and Senior Tutors. The more sensitive topic of unacceptable behaviour is treated with a dash of humour in The Demon-strators cartoon strip. The site is available at <http://flexiblelearning.auckland.ac.nz/teachinginlabs>. Comments on the design and content are welcome. Please contact [i.brailsford@auckland.ac.nz](mailto:i.brailsford@auckland.ac.nz).

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# Click - Zap - Interact

A number of university lecturers have been begging (a grant), borrowing (from LTMU), but not yet stealing 'personal response systems' (PRS) to use in their lectures. The University is now rolling out a trial with these early adopters. It involves 4000 remotes (aka 'clickers' or 'zappers') using the Qwizdom Q5 system. (For more about the system, see: <http://www.qwizdom.com/education/hardware.php>)

The reason these lecturers are so keen on this technology is that it promotes interactivity in large lectures. Without exception, all are excited by the way even reticent and 'weak' students participate once they are freed from the perceived (by students) stigma of venturing a wrong opinion. The clickers are usually used in response to multiple-choice questions (MCQs) or true/false statements. Graphs of responses are then made visible, giving students the opportunity to see how they are doing in comparison with the rest of the class. In the Qwizdom system, there is a 'teacher remote' that enables you to create questions, choose when to show results to students and to roam freely without being tethered to a stationary console. Dr Wayne Stewart (Statistics) says of the teacher's remote, "It is really helpful to have the teachers' console so that you can make up questions on the spot to respond to the students' needs. Teaching can be contingent on their responses."

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***- Dr Wayne Stewart***

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In a paper on Audience Response Systems in Mathematics Classrooms, Dr Sepideh Stewart (Maths) suggests responses to high-quality diagnostic questions can enable on-the-spot decisions as to whether a new path of teaching should be taken or not. This might result in only the appropriate selection of prepared powerpoint slides being used during a lecture. She cites "Audience Response Systems in Higher Education Applications and Cases" (Banks, D. A., 2006), which documents a number of research papers by people who have adopted the technology in their teaching. This book is available as an e-book from the University's library.

Dr Joseph Zizek (History) used personal response systems on a trial basis in Stage III classes in 2006-2007. He is also enthusiastic about this technology's potential. He stresses the importance of planning how you will use it. Joe uses the PRS in many ways. Providing quirky answers to multiple choice questions with the most outlandish one being the correct response can make a good ice-breaker. Joe also uses MCQ tests in Cecil and he and his students find the PRS particularly helpful in this context. He uses it for review both before and after tests. Students sometimes fail to see that MCQs can be quite challenging and test deep knowledge. Before the test Joe provides sample questions and, after student responses have been recorded, he discusses the right answer, encouraging students to think through questions carefully and recognize key phrases and words. He also finds it useful in providing feedback after the tests. Some

lecturers see a danger of compromising question banks if they provide detailed written feedback to online MCQ tests. Using the clickers to review questions allows detailed risk-free feedback to a large audience.

Providing ambiguous answers in MCQ tests is not encouraged, but in a lecture setting, ambiguous answers can stimulate discussion. Joe uses the clickers in group work and in pairs as well as individually. The system has also allowed him to discover surprising misconceptions and address those misunderstandings.

Using the clickers does take time so most people use them in two hour sessions. Anuj Bhargava (Physiology) says they are an excellent way to break up lectures, provide some fun, and elicit far more response than a verbal question. Anuj got a grant to purchase a system. A quantitative evaluation of results has shown a marked improvement and feedback from his students was excellent.

The trial is being managed by John Thomson from ITS. The Qwizdom system was chosen after considerable research. The teacher console and radio frequency (RF) technology were two deciding factors in this decision. RF technology acts in much the same way as your hands-free phone and avoids some of the technical problems and drop-outs suffered with the infra-red systems. The system is not attached to any particular venue. The clickers will be issued to the students for the semester and will be monitored through the library using the existing system the library uses for books.

An advance delivery of 600 was tested during summer school. Staff who had expressed an interest in the purchase will take part in a larger trial of the clickers during semester 1. At that point there will be an evaluation with the aim of making recommendations as to the next stage of rolling them out.

Anyone interested in finding out more about the trial or wanting to register interest in using the clickers in the future, should contact John (Note the spelling) at: [j.thomson@auckland.ac.nz](mailto:j.thomson@auckland.ac.nz)



# Peer Mentoring pilots

A mentor is typically a trusted counsellor or teacher who delivers advice to someone younger and less experienced. A peer mentor, by contrast, provides guidance and support to a colleague at a similar level. Rather than working in a traditional top-down mentoring relationship, peer mentors have equal status. Either can take the lead, and both partners commit to building a strong relationship with good communication and clear goals.

During 2008 Dr Barbara Kensington-Miller from CAD's Academic Practice Group piloted peer-mentoring with two groups of academic staff. The first group of sixteen CAD staff was set up to provide mutual support in the area of research productivity. Using a careful match-making process, Barbara divided the group into eight pairs and encouraged each pair to meet regularly, usually with small tasks to complete. Most of the pairs managed to meet at least once or twice a month over a five-month period. The whole group also came together for monthly meetings to share experiences and take part in interactive sessions focussing on research productivity and academic writing. Establishing this community of practice added another layer to the relationships that developed between the individual peer mentoring pairs.

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The second group of peer mentors was drawn from recent participants in CAD's intensive three-day University Teaching and Learning programme. Most of this group consisted of early career academics, and the purpose of the peer mentoring was to provide support in whatever aspect of academic life each pair found most helpful – from teaching and research to the challenges of adjusting to a new university in a new country. The participants hailed from a wide range of departments, including Mathematics, Property, Psychology, Computer Science, Nursing, Optometry, Sociology and CAD's Student Learning Centre. This group also met regularly in pairs and came together as a group once a month. The topics for the group sessions – for example, 'Work-life Balance' and 'Promotion, Continuation and APRs' – developed from the participants' own needs and requests.

As part of a continuing research project on peer mentoring partnerships, Barbara interviewed participants from both groups to find out which aspects of the programme were most effective. Both of the pilot peer-mentoring groups found many positive aspects in peer mentoring. In particular, they highlighted the advantages of working closely with a colleague from a different discipline. As well, the pilot groups noted the importance of careful match-making, structured meetings, goal-driven tasks, a clearly delimited time frame and an enthusiastic, committed coordinator. Many participants emphasised the benefits of being part of a community of practice, which included informally sharing stories as well as attending formal workshop sessions.



Bruce Cohen (Sociology) and Christof Lutteroth (Computer Science)



Hilary van Uden (SLC Epsom) and Anne Williamson (Nursing)



Zhi Dong (Property) and Andrea Mead (Psychology)

Those unable to attend the group meetings reported feeling that they were 'missing out' and not as connected with the others.

Barbara will be setting up new peer-mentoring pairs in 2009. Over a four-month period (Semester I or Semester II), each pair will commit to meeting together at least twice a month and to attending a monthly community of practice meeting. If you are interested in taking part, please email [b.kensington-miller@auckland.ac.nz](mailto:b.kensington-miller@auckland.ac.nz).

## University Teaching and Learning: an intensive 3-day course

CAD's biannual introductory course for new teaching staff at the university has been revised to cater for the needs of experienced lecturers wanting to refresh their teaching as well as those recently appointed.

The opening session at Waipapa Marae - beautifully captured by CAD photographer Godfrey Boehnke - is for several of the participants their first taste of Maori protocol as they are formally welcomed into the course.

The programme allows staff to meet with colleagues scattered across the university to discuss key concepts and strategies underpinning teaching. These chance encounters are now being formalised in to peer mentoring relationships (see opposite) and regular social gatherings hosted by CAD. Several new staff completing the courses in 2008 took up the offer of an academic advisor observing their teaching.

The February and September 2009 programmes cover a range of topics including teaching large classes, working with small groups, encouraging active learning, diversity in the classroom, course design and assessment and, finally, getting useful feedback on your teaching from students and colleagues. Participants also get to experience CAD's hospitality in diverse surroundings: Waipapa Marae, Old Government House and CAD's seminar rooms at 76 Symonds St.



## Postgraduate Certificate in Academic Practice: two years on

Six University of Auckland teachers have now completed the certificate programme. The first four - Andrew Luxton-Reilly, Daniel Exeter, Mark Jones and Nancy November - graduating (see photo) in August have been joined by Karen Day (School of Population Health) and Jim Greenslade (Engineering Science) who completed in November.

Nancy November (Music) summed up her experiences succinctly, saying "I've become a much more reflective teacher!"

Mark Jones from Chemical and Materials Engineering added, "The variety in research interests and skills of the teaching team on the PGCERT provides for a terrific, stimulating environment in which to learn more about teaching and learning theory and practice. Studying alongside, and learning from, colleagues outside of my own particular field was a great benefit in seeing how other disciplines attack the same problems we all face (large classes, diverse cultures, student motivation etc). The Peer Evaluation process is particularly useful in seeing how a non-specialist views your current teaching practice. I try to use the acquired skills in my teaching now, particularly in trying to engage students more and trying to demonstrate the benefits of "cooperation" i.e. students taking more responsibility for their learning."

Daniel Exeter commented, "One of the strengths of the course is that it gives us the opportunity to better appreciate that students



Left to right: Nancy November, Mark Jones, Daniel Exeter, Andrew Luxton-Reilly

have different learning styles, that we have different teaching styles, that at different times we are teachers and learners too, and that there is a plethora of teaching and learning devices that are begging to be used to enable the teacher to be as effective as she or he may be. Of course, the certificate also provides us with the knowledge and confidence to put into practice those teaching and learning devices - whatever the class size!"

For further information about the Postgraduate Certificate in Academic practice, contact the course coordinator:

Dr Helen Sword ([h.sword@auckland.ac.nz](mailto:h.sword@auckland.ac.nz))

# Teaching and Learning Showcase



The annual Teaching and Learning Showcase provides an opportunity to share and learn from our colleagues' innovative teaching and learning initiatives and research. It is also an opportunity to network in a collegial environment away from the pressures of daily academic work. The 2008 Teaching and Learning Showcase covered a wide variety of topics including aspects of elearning, managing large classes, assessment, community engagement, catering for cultural differences, research into students' lifestyle and external commitments, language and learning and issues for doctoral students.

There were presentations about innovative uses of technology such as tablets in Business, Mathematics and Statistics, blogging in Political Studies, Peerwise (see opposite page), and using Bebo to help with communication with Maori and Pasifika students. A discussion panel on recording lectures (labelled iTunesU) was timely as this is a hot topic

with the University currently researching ways of providing a University-wide recording facility in lecture theatres. Contributors included Tim Chaffe (ITS), Patrick Maguire (LTMU), Professor Simon Holdaway (Arts), Yvette Wharton (Science) and Tim Paige (Arts). A short student film "DAY IN DAY OUT" by Stallone Vaiaoga-loasa, portraying a day in the life of a young Polynesian student and the pressures he encounters, was very well received.

The showcase opened with a keynote address from Professor John Hosking (Computer Science) and Dr Dawn Garbett (Associate Dean at the Faculty of Education) gave the closing keynote address. Both were recipients of national Tertiary Teaching Awards.

Dawn Garbett's address focused on the connection that teachers need to make with their learners. Her students will teach science in a variety of contexts (early childhood centres, primary schools and secondary colleges) so their needs and expectations are different.

Early childhood teachers need to recognise the myriad of opportunities to explore alongside children. Playing with ice balloons, making sherbet, growing beans and popping corn can draw children into rich science activities. Students planning on teaching in primary classrooms often have limited science knowledge. Dawn's courses are not only content-rich but also introduce her students to ways to enrich their students' thinking skills, problem solving abilities and vocabulary. This inspires enthusiasm and commitment to teaching science.

Those wanting to teach science in secondary schools can naively assume that teaching is simply a case of providing information. In Dawn's classes they experience the learner's perspective. Why does a particular activity engage some students and not others? What can you use to motivate students who are poor readers? What does it feel like to be a novice struggling to learn new information?



photo supplied by Dawn Garbett

Dawn writes: I have been horse-riding for nearly two years now. Putting myself in the position of learning something challenging has had a most profound effect on my teaching. The parallels are obvious. I have realised that there is much more to being an expert than meets the novice's eye. Clearly, learning to ride a horse is as much of a lifelong journey as learning to teach is!

John Hosking's address focussed on issues of mentorship, personal growth and work integrated learning.

John began by describing his own career progression highlighting the important contribution a succession of mentors had provided along with opportunities to put himself into the "deep end" to focus his learning. From that experience base, John highlighted the need to address the personal quality attributes of the

University's graduate profile to "fill the gaps" in conventional curriculum offerings. He described two co-operative education programmes, CSI Academy and Extenda that he and other colleagues in the Centre for Software Innovation and the Business School have developed. The Academy programme is a structured summer internship scheme, while Extenda allows multi-disciplinary postgraduate teams to influence the strategic direction of an IT company. Both provide novel work integrated learning opportunities backed by a safety net of careful mentorship. Both have a subtext of educating the companies and academics participating in the scheme. Both combine excellent technical training for students with significant personal quality attribute development.

John writes: "The mentors who have assisted me over the years have been enormously influential in my own personal development. My experiments in cooperative education have been an attempt to create the deep end learning experiences backed by careful mentorship that were given to me. Seeing the resulting personal growth in the student participants has been enormously satisfying."



## PeerWise

PeerWise provides a web-based vehicle for students to develop multiple-choice questions (MCQs) and answer, rate and discuss the questions their peers have contributed. It is an engaging way for them to reflect on their learning, self-assess their progress and revise for formal exams. Created by Paul Denny, a senior tutor in Computer Science, it is freely available and currently used in a range of courses at the University of Auckland (Computer Science, Engineering, Population Health, Pharmacology, Physiology) as well as the University of British Columbia, the University of California San Diego, Michigan Tech and the TAG Magnet High School in Texas.

The interface is user-friendly and self-explanatory. Students write the question stem and up to five alternative answers with minimum feedback of 'incorrect' or 'correct' along with a clear explanation of the correct answer to assist anyone answering incorrectly to understand their mistake. After answering a question, students not only get this immediate feedback, they can also see all previous responses to the question, offering insight into the understanding of other students in the course. They have the opportunity to evaluate and comment on the question. (The rubric for rating includes quality of language, explanation and feasibility of distracters). The collection of questions and responses provides timely feedback to instructors on student performance and perceptions of course topics.

All contributed questions are available to everyone in the course. Students can select questions to answer according to their rating, popularity (number of responses), difficulty, or when they were created. Leader boards exist for the most popular questions and the most active students, and authors of good questions can be 'subscribed to' giving instant access to all their contributions. Paul has noticed a marked variety in the quality of student submissions. The peer review of questions provides formative

feedback, motivating students to practise and write better ones.

It is useful to allocate marks (Paul usually gives 2%) for writing the questions. Although students frequently return to answer questions voluntarily, especially before an exam, they rarely contribute more questions than required.

Questions can be tagged with topics but PeerWise doesn't allocate topics to students. Paul gives his students free rein in choosing the questions they will ask but has found that coverage of all topics is good. He occasionally contributes questions if he sees a gap but doesn't always make the leader board! PeerWise does not check the accuracy of questions and answers and a survey showed that about 10% of questions included errors. However in each case, fellow students picked up the errors and entered into discussion to correct them, in some cases, providing links for clarification.

To get an indication of student engagement, the time between the display of a question and the submission of an answer can be measured. Surveys utilising both Likert Scale and open-ended feedback have given very positive results with students saying that both developing and answering the questions helped them learn. The most frequently cited benefit is the ability to do peer comparison.

If you would like to find out more about PeerWise or are interested in using it with your course, please contact [peerwise@cs.auckland.ac.nz](mailto:peerwise@cs.auckland.ac.nz).



Ask



Share



Learn

## Nights Of Storytelling - Months Of Subtitling

Nights of Story-Telling, A Cultural History of Kanaky/New Caledonia by the French Department's Professor Raylene Ramsay (translation editor Dr Deborah Walker) is currently in final stages of publication with University of Hawaii press.

The book is accompanied by a DVD of readings and interviews with an evocative backdrop of images from video, archival stills and artwork (see aCADemix, Issue 1). Shooting and editing the video with a crew of one (Neil Morrison from CAD's Photography and Television Group) was a challenge in itself, especially since the video was made on a tight budget with lots of co-operation from volunteers.

The DVD is three hours long and consists of 25 short films of stories and poems and four interviews. Good navigation and menu systems are vital to the usability of such an epic work. These, and optional subtitles, were added in DVD Pro 4 and their production was far more time-consuming to produce than suggested by that short phrase.

Postgraduate students translated sections of the text of the interviews and then worked with Neil to condense it so that it could be made into a suitable graphic to overlay the content. This experience in not only translation, but creating subtitles for film, provided valuable experience to the students and will give them a very useful addition to their CVs when they are looking for employment.



# A tool for developing educational websites

If you're interested in developing online courses or resources, take a look at CAD's CourseBuilder, an online website development tool based on courses developed for elearning in various disciplines at the University of Auckland.

CAD staff initially used an early prototype of CourseBuilder as a 'proof of concept'. Some academic staff followed, editing and updating their course websites with a beta version of the software. This was not always a smooth ride and at times required much patience and forbearance. The current stable release of CourseBuilder would not have been possible without these early users, most notably, staff at the Department of Applied Language Studies and Linguistics who use it to update material in MTesol (a Masters programme taught online and at a distance).

CourseBuilder has been developed by Wen-Chen Hol who is passionate about its potential to enable academics to deliver high quality elearning. Craig Housley (webmaster) who initially hard-coded many of CAD's websites, says updating and developing in CourseBuilder saves vast amounts of time. He and Wen-Chen have done extensive work refining the interface and components. The latest version is gaining quite a following. People attending a recent showcase were very enthusiastic and two groups have already begun work on new projects.

CourseBuilder is a WYSIWYG (What You See Is What You Get, pronounced wizzy-wig). If you know where to look for it, you can get quite a lot with CourseBuilder. Its rich text editor (based on TinyMCE) looks quite similar to the editors you see in email, word packages, blogs etc. Features include maths symbols, tool tips (pop-up balloons with extra information), and plugins for inserting multi-media. Advanced users can set up style sheets and may also find the table editor handy for layout and design.

There is a variety of templates to enable you to choose page navigation to suit your course structure. It is easy to switch between templates to see which suits your needs best. It is also possible to clone websites so that you can follow the same

design, deleting old content and inserting new as required.

The course content is built up by adding 'elements' or containers that have varying capabilities and have been developed to address specific needs. Freetext is the most commonly used. The rich text editor enables you to do many things such as insert symbols, images and video. Other elements include 'get feedback', quizzes, images with annotated hotspots, case studies (allowing for sequential content), a glossary and more. This plethora of choices can be quite daunting, so only the more common elements are automatically available. You can select others as you need them. This allows you to take advantage of CourseBuilder's many features without feeling overwhelmed.

CAD's web development team (Craig Housley, Wen-Chen Hol and Tony Chung) are constantly improving CourseBuilder's capability. Recent developments include a decision tree activity that can be imported into CourseBuilder, a video carousel with accompanying text and an image thumbnail gallery.

If you'd like to try CourseBuilder for yourself, you can use the test account at: <http://www.cad.auckland.ac.nz/coursebuilder>

You can download instructions at: <http://www.cad.auckland.ac.nz/index.php?p=coursebuilder>

For more information email the following @auckland.ac.nz

Coursebuilder: Wen-Chen Hol (w.hol) or Craig Housley (c.housley)

For help with the all-important planning for your project, contact CAD's learning designers: Liz Ramsay (e.ramsay), Adam Blake (a.blake) or Claire Donald (c.donald)

If you'd just like to make videos, remember you can contact Richard Smith (rsp.smith) and Neil Morrison (n.morrison) of CAD's Photography and Television Group directly.

Below and opposite, you can read about some of the courses and resources developed in CourseBuilder to date.

## Business Information Skills Online

The Business & Economics Librarian team has developed a self-paced, interactive online tutorial on business information skills. It has been designed to meet student needs both independently and in conjunction with specific assignments. Shari Hearne (the Library's Business & Economics Information Services Manager) initially submitted a project proposal to CAD's eLearning Design and Development Group and the site has been developed with web and learning design support from that team.

Using CourseBuilder, the librarians have inserted much of the content into the website themselves. Everyone on the team can now easily insert pages, text, graphics, media and quizzes. The project uses 'tabbed content' where a page includes tabs for sub pages. This aids navigation and is particularly useful when students work through different pages (tabbed) with content and exercises referring to a typical assignment question (which sits above the tab). CAD's web team have developed interactive flash animations and refined the look of the site.



It is important that any new library online tool like the tutorial can be responsive to ongoing changes. The Library has recently launched a new website banner, navigation menu and beta version of the catalogue. CourseBuilder's editing functionality is particularly valuable in an environment in the process of change. Without this, the website's launch would have to be delayed.

A 'soft' launch of the Business Information Skills tutorial website for feedback and limited use coincided with Semester One Orientation. It can be found at: [http://www.flexiblelearning.auckland.ac.nz/business\\_information\\_skills](http://www.flexiblelearning.auckland.ac.nz/business_information_skills)

### CALM (Computer Assisted Learning for the Mind)

Initially a research project for the Department of Psychological Medicine (FMHS), Dr Tony Fernando's CALM website has been modified from its original design to allow for a public release. It is designed as a motivational tool for students struggling with depression, anxiety, stress, relationships and other factors that can contribute to poor study practices.

The website has been promoted heavily through the media and has attracted up to 2500 new visitors per day. Its development was a collaboration between CAD and FMHS staff. CourseBuilder was chosen by the web team because it can handle media, facilitates collaboration, and allows for rapid development and continual improvement.

Feedback has been mostly very positive with favourable reviews on at least two Blog sites. Some comments have led to minor changes which could be quickly actioned without extra scheduling because of CourseBuilder's rapid development strengths.



### Enggen 199

Enggen 199, Engineering English for first-year Engineering Students, is taught collaboratively by CAD (ELSAC and SLC) in consultation with the Faculty of Engineering. Siew Read, ELSAC language consultant, has revised ELSAC's self study general grammar material to suit Engineering students. With a little training and assistance from CAD's elearning group, Siew has created a website in CourseBuilder.

Siew has also taken advantage of the online environment to achieve an interactivity she's always wanted when students need to make a number of decisions to find their way to a correct grammatical outcome. CAD's web development team put their minds to it and the result is an interactive Decision Tree which can be edited and inserted into CourseBuilder websites.

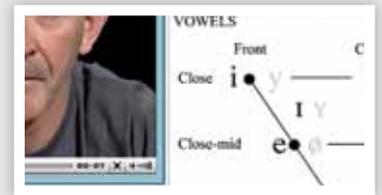
The website will provide reviews and tasks to accompany the grammar lectures given by the Student Learning Centre. Providing contextualised language support is something that is often requested. CourseBuilder's easy cloning and editing features will facilitate future development of similar resources for different faculties and contexts.



### Phonetics Transcription

Postgraduate Speech Science students cover phonetic transcription in the first three weeks of lectures for Speech Science 712. However they need to

continue practising and learning independently to prepare for an exam at the end of the year. Dr Elaine Ballard approached CAD to develop online support for these students.



The site has been developed in CourseBuilder. Features include an online keyboard to produce stable phonetic symbols and an interactive vowel chart. CourseBuilder's annotated image element was used to enable students to click on vowels in the chart and see video clips of 'New Zealand' vowel production and information about how we make the vowel sounds.

Elaine is keen to keep track of students' progress and provide ongoing support. Statistics from CourseBuilder's 'Get Feedback' element can be sorted in a number of ways to enable her to see who is having difficulty so she can follow up if necessary. She can also either post extra information on the website or email her students to clear up common misconceptions.

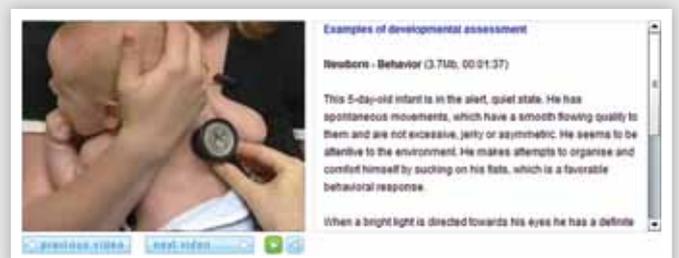
### My Paediatrics

Dr Ralph Pinnock (Paediatrics, FMHS) has recently developed elearning materials to support the paediatric training of 5th year medical students. Each year, five groups of 30 undergraduate students complete a six week attachment to one of five paediatric health services providers in Auckland, Waikato or Northland. During that time they work alongside professionals gaining practical experience while they complete academic study.

Ralph worked with Fiona Spence (an independent Learning Designer) to design a website that guides student through their study requirements and provides access to photographs and demonstration and instructional video clips.

With the assistance of the CAD web developers a design for the site was quickly developed. Fiona says, "Using CourseBuilder allows design ideas to be viewed and refined speedily. Case examples are an important aspect of medical teaching and learning. These have been simply but effectively constructed utilising easy-to-use features of CourseBuilder."

CAD's Richard Smith produced extensive video to assist the learning of clinical skills. These have been inserted using Tony Chung's video carousel, which easily groups related video and provides an accompanying text field.



# Towards Inclusive Education

This article focuses on meeting the learning needs of students with invisible disabilities within the teaching environment. The following recommendations are supported by a growing body of research and endorsed by many organisations such as the British Dyslexia Association, ADCET (Australian Disability Clearinghouse on Education and Training) and our own Ministry of Education. By adopting these methods, we enhance our ability to meet the learning needs of our diverse student population.

- Invite students to discuss their special learning requirements with you as early as possible in the semester. Repeat this invitation frequently, as some students may need to gain trust in you before they approach you privately.
- Ask these students how they learn best. Students with learning difficulties often develop good compensatory learning strategies.
- Adapt your teaching material to take into account the different ways students learn and use visual, auditory and kinaesthetic teaching techniques. Do not assume that, if it works for you, it will work for them.
- Supply your subject material in advance to enable students to prepare for class. A student with a specific learning disability may take 3 to 4 times longer than other students to complete reading and/or homework
- Prioritise reading lists to allow students who read slowly to make sensible and strategic choices.
- Anticipate any potential barriers that may arise within your lecture or tutorial. For example, give the spelling of any new and/or difficult vocabulary or tell students where they can access this information.
- Speak clearly and face your students. Some students (such as those with hearing or visual impairments) will be relying on your visual and auditory cues for learning.
- Be clear about your goals and expectations at the beginning of each teaching session. Allow time for review at the end of the session. Invite students to speak or contact you afterwards if they are unsure or have questions about any aspect of the lesson.
- Use direct and explicit instruction and opportunities for practise. Be patient when asking questions. Some students

need time to formulate oral responses.

- Reduce copying tasks. While the University of Auckland provides note takers for some (not all) students with disabilities in lectures we DO NOT provide note takers in tutorials or laboratories. Students with learning disabilities often take more time than other students to copy information and, if they have issues with handwriting, they may not be able to read their notes later anyway!
- Balance your programme to give students the opportunity to catch up with note taking.
- Provide material in alternative formats. Be aware that resources available via the library short loan system do not

work well for students with learning disabilities because it usually takes them more than 2 hours to read and assimilate the material.

- Provide resource material online. It is, in our experience, the preferred mode of information access for students with disabilities, although many will still print a hard copy. Online material gives flexibility and better access to assistive technology.

Two earlier aCADemix articles on recognising a learning disability and approaching students who may have a learning disability can be accessed at: <http://www.cad.auckland.ac.nz/index.php?p=magazine>

## Have you heard about Kia Ōrite/Achieving Equity?

Kia Ōrite is the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments. The term impairment is used because it focuses on the diagnosed condition of an individual whereas disability is defined as... "the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have" (P11, Kia Orite)

Kia Ōrite is endorsed by the Tertiary Education Commission (TEC), which provides equity funding to tertiary education institutions for students from a number of targeted groups, including students with impairments. TEC's web page on TEO component funding says it "is a 'top-up' to Student Achievement Component funding, in recognition of the higher costs that can be associated with supporting these students. (<http://www.tec.govt.nz/templates/standard.aspx?id=2906>)

Our Equity Office is currently proposing a review of inclusive teaching and learning practice at the University of Auckland. This review may encompass a number of faculties.

If you would like to know more about Kia Ōrite, the document can be accessed at:

<http://www.tec.govt.nz/upload/downloads/kiaorite-codeofpractice.pdf>



## Punc Rocks in snow & sunshine

Canada and New Zealand have opposite climates but both have intelligent students who never learned the basic rules of punctuation, know they need to, and are keen to get a little help. The Enormous Mid-winter and Even Bigger Pre-Christmas Punctuation Festivals hosted by CAD's Jenny Buxton and Susan Carter are a product of the University of Auckland. The CAD Student Learning Centre hosts two puncfests annually (usually in June and November). Now this puncfest has international recognition. While SLC's Jenny Buxton and Hamish Cowan celebrated punctuation with students in spring-time Auckland, in Canada's icy month of November 2008, Susan Carter took the festival to the University of British Columbia (UBC), Okanagan.

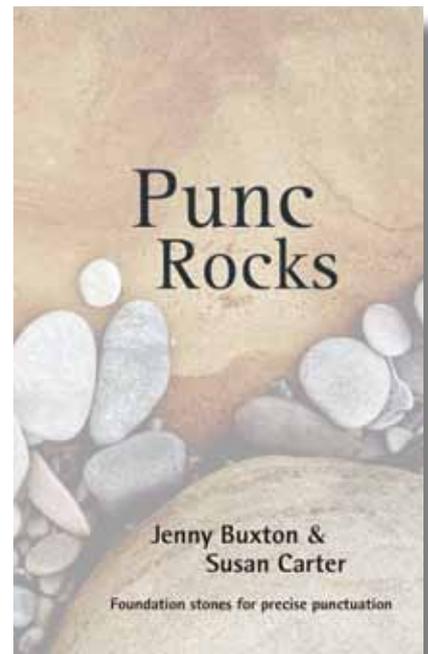
As with the Auckland festivals the Buxton/Carter SHNID teaching methods were employed: Students teach, and Humour, Narrative, Images and Debate ensure that the rather boring rules of punctuation are rendered memorable. Cicero's mnemonic prescription for concrete images that are memorable by merit of being gross, ludicrous or startling was amply demonstrated by the enthusiastic Canadian students in their teaching.

Punc Rocks at UBC was a mini festival of two hours, with 24 students. Auckland's puncfests spend nine hours over three days. The compressed Canadian festival covered only main points: colons and semicolons, question marks, possessive apostrophes,

hyphens and of course the sentence, courtesy of a bevy of monstrous images used as memory hooks.

The UBC Okanagan book store manager attended the festival, declared that he had learned a lot and ordered Punc Rocks: Foundation Stones of Precise Punctuation to stock for the Canadian campus. As a result of enthusiasm at the University of Toronto as well as at UBC, Pearson Education Canada has decided to stock this little

University of Auckland book. Punc Rocks is available from the University of Auckland book store, a bargain at around \$20, especially given that these are merely New Zealand dollars.



## Digital TV - Coming ready or not!

The transition from analogue to digital TV has already begun with Sky digital and freeview digital available throughout NZ. The analogue system will be switched off in due course. The date will be announced in 2012 or when 75% of homes are accessing digital services (which ever comes first). CAD's Tony Nelson hopes this article will provide non-technical colleagues with some basic background to help when replacing existing TV and other audio visual equipment.

### Which TV - LCD or Plasma?

Both will produce very good pictures as long as the source material is very good. LCD sets are relatively thin and light and are therefore wall-mountable. The screen is plastic and non reflective. They have reasonably low power consumption. Plasma sets are generally larger (42 to 60 inch) and produce the best contrast and brightness and a wider viewing angle. However, they are heavier, more power hungry and produce more heat. The screen is glass and therefore reflective.

The same size sets can produce a range of picture quality or sharpness. HD 1080 has become the benchmark for the sharpest picture and this is reflected in price. Note the bigger the screen the greater the distance required for comfortable viewing.

### Blue-ray DVD

Blue-ray is the new high definition DVD format, capable of recording and playing back in HD quality. It is called Blue-ray because it uses blue laser instead of the red used in standard DVD. A blue ray disc has five times the storage capacity of a

standard DVD. At the moment, only playback machines are available in New Zealand but recorders are expected later this year. The machines are backward compatible and can play your old DVDs and CDs

### Jargon you may come across

High Definition (HD): any video system with higher than standard definition (SD) (Refers to both signal transmission and display)

HDMI (High Definition Multimedia Interface): connects digital picture and sound signals between HD devices

HD ready: The ability of TV receivers to display HD pictures from set top box or Blue-ray DVD

Contrast Ratio: The ratio of black to white as displayed on screen - generally the higher the better

Freeview: Free to air digital transmission of most currently available free-to-air analogue channels via satellite dish or terrestrial UHF aerial.

Set Top Box: Converts freeview digital signals for analogue sets and non integrated HD sets.

Integrated sets: Have an internal freeview tuner so do not require a set top box.

Up-scaler: A device for converting video signals from low resolution to high resolution.

## Manu Ao



This year the Māori Staff Advancement Committee, under the guidance of the Pro Vice-Chancellor Māori, is running Hui for all academic and general staff interested in Maori development. Focusing on key issues related to Māori staff development, the purpose of the hui is to provide practical, collegial support and resources for Māori staff to advance their careers at the University. CAD's Matiu Ratima, who is also the University's Manu Ao co-ordinator, will facilitate the first Hui.

### Hui One – 27th March, 10:30 – 1:30

Panel Discussion (The Māori Deans and Assistant Deans from the Faculties)  
Set the scene and identify topics to focus on for 2009  
Gather participant feedback and suggestions  
Introduce the peer mentoring programme

### Hui Two – 17 June, 9:30 – 4:30

Workshops on topics identified in the February Hui.  
Determine action points and responsibilities  
Review progress with peer mentoring

### Hui Three – 2 November, 9:30 – 12:30

End of year review  
Set objectives for 2010

#### Venue

Waipapa Marae, Wynyard Street, Auckland Campus

To register email or phone Te Kori Netana:  
k.netana@auckland.ac.nz extn 82525

## PATLAANZ

A group of Pacific Island learning advisors in New Zealand has formed PATLAANZ (the Pacific Association of Learning Advisors of Aotearoa/New Zealand) as a sub group of ATLAANZ. Its main purpose is to provide support for and build collegiality amongst Pacific Learning Support Staff / Academic Advisors in tertiary institutes in New Zealand and to facilitate the sharing of good practice and ideas.

PATLAANZ's aims include the development and growth of Pacific caucuses as well as building a network of support for Pacific Learning Support Staff/Academic Advisors throughout New Zealand. The group sees that an important part of their role is to grow Pacific capacity and leadership in areas of teaching and learning support. PATLAANZ also aims to collaborate on the development of learning resources for advisers who work with Pacific students.

PATLAANZ is an accessible focal group that takes a leadership role in developing strategies to address the learning needs of tertiary students who are of Pacific descent.

CAD's Dr 'Ema Wolfgramm-Foliaki (Student Learning Centre) was elected Chairperson at the inaugural AGM held at the 2008 ATLAANZ conference in Wellington. She will sit on the Executive Committee of ATLAANZ as well as chair regular regional (Auckland) and national meetings of PATLAANZ. A deputy chairperson, (Leisha Williams, Whitirea Polytechnic) will share some of the responsibilities and coordinate more regular meetings in the Wellington region.

This is the first time such a body has been formed and it provides

an opportunity for Pacific Learning Advisers to gain more representation in developing strategies for addressing the learning needs of Pacific students. It will also provide an opportunity for members to engage in strategic discussions in the broader community.

The group would like to engage in research not only to provide opportunities for professional development but also to disseminate its results through publication. An executive committee will investigate funding opportunities for collaborative work across institutions. People wanting to learn more, should contact 'Ema at ea.wolfgramm@auckland.ac.nz.



Back row: Malama Solomona, Ruth Davidson-Toumua, Tafili Utumapu-McBride, Margi Grey, Linda Aumua, Malia Talakai, Helen Kisona (Pacific Community Liaison - Tokelau), Deborah Faaiuasoo  
Front row: Ema Sanga, 'Ema Wolfgramm-Foliaki, Leisha Williams, 'Aisea Mahina

photo supplied by 'Ema Wolfgramm-Foliaki

## Structuring PostGraduate Study

Dr Marion Blumenstein has recently joined the Student Learning Centre as Senior Tutor and is located within the Kate Edger Information Commons at the City Campus. With her longstanding experience as Research Fellow in the biomedical sciences she is keen to provide support and assistance in experimental design and quantitative data analysis for postgraduate students.

Marion completed her doctoral studies in cancer research at the University of Hamburg in Northern Germany in 1997. Since her return to New Zealand a decade ago, her postdoctoral research was focused on the molecular causes of preterm birth at the Faculty of Medical and Health Sciences at the University of Auckland. The last few years Marion was based at the School of Biological Sciences as part of an international team of scientists, clinicians, and bio-mathematicians, with the aim of identifying novel biomarkers in blood that are suitable for the early prediction of pregnancy complications. Through her scientific background and experience in supervising postgraduate students within a research environment, she brings a wealth of knowledge to the Student Learning Centre on how to successfully structure a study, from the planning stages through to data acquisition, analysis and results interpretation.

Marion will introduce the concepts of study design, research methods, and quantitative data analysis in workshops which are

particularly useful in the early stages of a thesis. This would enable students to plan their study from the very beginning by translating a research idea into a quantitative setting. She plans to be involved in the doctoral skills programme which is currently offered through the School of Graduate Studies at this University.



Apart from workshops and seminars, Marion will also offer one-on-one consultations for postgraduate students which can be booked via the SLC reception during office hours from 9-5 pm, extension 88850. Students wishing to discuss workshops or needs with respect to data analysis or research design can contact Marion on extension 82436 or email: [m.blumenstein@auckland.ac.nz](mailto:m.blumenstein@auckland.ac.nz).

## Short online courses for Professional Development in eLearning



CAD is currently working in collaboration with 15 leading universities in the UK, Europe and Australasia to develop a training programme, 'Learning Technologies Online'. Professor Lorraine Stefani is the University's project advocate, Ashwini Datt is the project leader and Dr Cathy Gunn is reviewer of the e-assessment module. Epigeum, a spin-out

company from the Imperial College, London, is facilitating this collaboration. It specialises in the provision of online learning for university staff and associated research groups and has already produced a number of courses using the same approach.

The outcome of this collaboration will be a series of seven short courses covering topics such as teaching with learning technologies, effective use of learning management systems, internet-based collaboration tools, course planning and developing course content. The whole programme, due to be completed at the end of 2009, is designed to be facilitated by university departments and elearning teams. The modules are aimed at staff who would like to know more about how to use technology in their teaching. They will be packaged using IMS standards to allow maximum flexibility. The group collaboration will continue for a further three years to support integration into

the Universities' teaching/learning management systems and the possible review of the content.

This collaborative model allows participating institutions to:

- access some of the world's best expertise in elearning. For example, Professors Diana Laurillard (lead advisor) and Ron Oliver and Terry Anderson (reviewers) are authors of seminal works on the subject.
- own the content (including a significant ongoing contribution to design and development and a licence in perpetuity to customise and use the modules)
- become part of a developing community of practice on staff professional development in elearning and the implementation of elearning strategies;
- research around the modules' implementation to gauge the impact of staff professional development on the adoption of technology across campuses; and
- share best practices in elearning in varied contexts.

Ashwini Datt and Dr Cathy Gunn from CAD's eLearning Design and Development Group attended the three day workshop, which launched the project in London.

You can find out more about the modules at: <http://www.epigeum.co.uk/courses/learning-technologies-online>

# eLDDG IT Literacy programme

This programme offers a wide cross section of courses to staff and postgraduate students, using commonly installed software. All Office courses are taught using Office 2007. Most courses have a limited number of Macintosh places available.

## Courses

- Word Processing (various levels from introduction through to intermediate level, specialist topics)
- Excel Spreadsheets (advanced use of the programme)
- Presentation packages:
  - PowerPoint
  - Publisher
  - Project
  - InDesign
- Adobe Acrobat (full version) for security and form creation
- MovieMaker and QuickTime for creating video movies with sounds tracks
- Graphics:
  - Photoshop
  - Paint.NET (a free fully functioning alternative to Photoshop)
  - Illustrator
  - Freehand
  - Fireworks
  - Flash
  - Using a digital camera, framing your shots, effects, lighting



- Web Page Design (Free through to Professional high end software)
- Data Analysis (qualitative and quantitative) and Research Tools
- Design Questionnaires to capture the information for analysis
- Email – From introduction level using email, customising Outlook, managing contacts, distribution lists through to advanced level including creating meetings, inviting and tracking attendees, assigning tasks to others, sharing email accounts.

On our web site, we also have a substantial and up to date library of resources available for free loan.

## Enrolling

All development courses in the university are now listed on the staff intranet. University staff who have access to the staff intranet need to enrol using the ASKHR / Peoplesoft HR QuickLink. (Go to: Self service - Learning and Development - Request Training Enrolment). There are four search categories: course name, course number, location and date.

Note that the list above refers to generic categories. If you cannot find a course, please email Lyn Hood (l.hood@auckland.ac.nz) for more information on the search terms.

In the Learning and Development area of Self-Service (Training Request Status), you can also review the status of your enrolment requests or your training history. Note that we do not always have the resources to send you an email reminder, so you should not rely on receiving these.

Employees of affiliated institutions may still enrol through the CAD website or their own CEPD office.

## CAD photographer recognised



The cover photo, a cameo from the carvings at the University's Waipapa Marae, was shot by Godfrey Boehnke of CAD's Photography and Television Group. Godfrey has an encyclopaedic knowledge of the University and its staff after nearly 30 years as a University Photographer. His contribution to the University was acknowledged at a Recognition Dinner in December last year.

When Godfrey started at the University digital photography was unheard of. Developing and printing in a darkroom requires an entirely different set of skills. However, understanding lighting conditions, coaxing the expression you want out of sentient beings, and having the production standards to produce the best possible print (or digital file) are all skills that don't change. Godfrey has just added the skills needed in digital photography to his repertoire.



Lots of interesting links in aCADemix articles?

Want to check them out but hate typing in URLs?

For quick linking, download a PDF of the magazine from:

<http://www.cad.auckland.ac.nz/index.php?p=magazine>

# CAD PUBLICATIONS



Brailsford, I., Bartlett-Trafford, J., Bates, M. & Mead, A. (2008). Tutoring the new tutors: training that works. *Educational Developments* 9(4), 7-10.

Carter, S. (2008). Examining the doctoral thesis: A discussion *Innovations in Education and Teaching International* 45(4), pp. 365-374.

Carter, S. (2009). Old lamps for New: Mnemonic Techniques and the Thesis Structure *Arts and Humanities in Higher Education* 8(1), pp. 56-68.

Gunn, C. and Blake, A. (2009). Blending technology into an academic practice qualification for university teachers. In *Effective blended learning practices: Evidence-based perspectives in ICT-facilitated education* (pp 258 – 278). E. Stacey and P. Gerbic (Eds), IGI Global.

Oya, T., Manalo, E., & Greenwood, J. (2009). The influence of language contact and vocabulary knowledge on the speaking performance of Japanese students of English. *The Open Applied Linguistics Journal*, 2, 11–21.

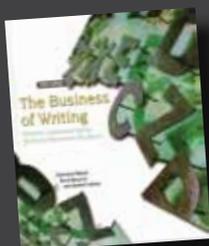
Sword, H.C. Shaping up your sentences. *MAI (Maori and Indigenous) Review* 2 (August 2008). <http://ojs.review.mai.ac.nz/index.php/TK/>

Sword, H.C. Stylish academic writing. *MAI (Maori and Indigenous) Review* 3 (December 2008). <http://ojs.review.mai.ac.nz/index.php/TK/>

Uesaka, Y., & Manalo, E. (2008). School curriculum development to promote student spontaneous diagram use in problem solving. In G. Stapleton, J. Howse, & J. Lee (Eds.), *Diagrams 2008 (Lecture Notes in Artificial Intelligence 5223)* (pp. 437–439). Berlin Heidelberg, Germany: Springer-Verlag.

Uesaka, Y., & Manalo, E. (2008). Does the use of diagrams as communication tools result in their internalization as personal tools for problem solving? In B. C. Love, K. McRae, & V. M. Sloutsky (Eds.), *Proceedings of the 30th Annual Conference of the Cognitive Science Society* (pp. 1711-1716). Austin, TX: Cognitive Science Society.

White, B. (2008). Metaphor: a tool for developing a community of 'knowing' between asymmetric disciplinary cultures. In *Research and Development Series: Refereed proceedings of the 2008 Higher Education Research and Development Society of Australasia (HERDSA) Conference*.



**The business of writing: Written communication skills for business students** (3rd ed.). Manalo, E., Wong-toi, G., & Bartlett-Trafford, J. (2009). Auckland: Pearson Education



**Academic Writing Retreats: A facilitator's guide.** Grant, B. M. Milperra NSW: HERDSA, 65 pp. (2008).

A practical guide for those interested in facilitating writing retreats for academics. It draws on Barbara's experience of organising and facilitating residential and non-residential retreats of varying lengths and with different groups of academics.

The book proposes a model that mixes dedicated writing time with collegial workshops and work-in-progress presentations.



**Intercultural Communications across University Settings – Myths and Realities**

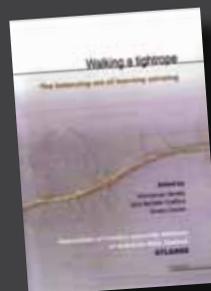
Refereed proceedings of the 6th Communication Skills in University Education Conference (2008) Van Rij-Heyligers, J. (Ed) PEARSON Prentice Hall

Chapters written by CADstaff:  
Fan J. & Buxton J. Student learning centre:

Writing fixer or coach?

Gregory, F. Supporting undergraduate writing through process to product.

Marshall, J. Evolution, adaptation and fitness in the university environment: Essay writing workshops for biology students  
Pang, D English is an Asian Language: A 'flat-world' look at English for global competence in Asia and its implications for New Zealand.



**Walking a Tightrope: the balancing act of learning advising:**

Refereed proceedings of the 2007 International Conference of the Association of Tertiary Learning Advisors of Aotearoa New Zealand (2008) E. Manalo, J. Bartlett-Trafford, & S. Crozier (Eds.) ATLAANZ.

Chapters written by CAD staff:  
Carter, S. (2008). Tertiary learning advisors: Identity, practice, professionalism

Carter, S., & Bartlett-Trafford, J. (2008). Who are we? Aotearoa New Zealand learning advisors talk about themselves.

Manalo, E. (2008). Balancing learning advisors' roles in teaching and research.

White, B. (2008). Teaching postgraduate researchers: The concept 'mixed' in the context of methodology, methods and disciplines.

# CAD Staff and Facilities

See also **People** at: [www.cad.auckland.ac.nz](http://www.cad.auckland.ac.nz)

## Centre for Academic Development (CAD)

76 Symonds St

<b>Acting Director</b>	Dr Barbara Grant	bm.grant@auckland.ac.nz
<b>Director:</b>	Professor Lorraine Stefani	(on sabbatical 2009)
<b>PA to Director</b>	Kaye Hodge	k.hodge@auckland.ac.nz
<b>Centre Manager</b>	Lynette Herrero-Torres	l.herrero@auckland.ac.nz
<b>Office Managers</b>	Anne Lee/Jenny Brown	cadofficemanager@auckland.ac.nz
<b>IT Manager</b>	Amit Bansal	a.bansal@auckland.ac.nz
<b>Administrators</b>	Sarah Wright (SLC)	s.wright@auckland.ac.nz
	Tessa Sillifant (APG & ELDD)	t.sillifant@auckland.ac.nz
<b>Secretary / Receptionist</b>	Diana Latchman (CAD)	cadreception@auckland.ac.nz
	Maeva Kearns (SLC)	slc@auckland.ac.nz
<b>Reception:</b>	Ext 88140	cadreception@auckland.ac.nz

## Student Learning Centre (SLC)

Kate Edger Information Commons

<b>Head of SLC:</b>	A/P Emmanuel Manalo	e.manalo@auckland.ac.nz
<b>Doctoral Programme</b>	Dr Susan Carter (Coordinator)	s.carter@auckland.ac.nz
	Dr Frances Kelly (Lecturer)	f.kelly@auckland.ac.nz
<b>Postgraduate Programme Coordinator</b>	Dr Barry White	b.white@auckland.ac.nz
<b>Undergraduate Programme Coordinator</b>	Hamish Cowan	h.cowan@auckland.ac.nz
<b>Online Resource Coordinator</b>	Jenny Marshall	jc.marshall@auckland.ac.nz
<b>Te Puni Wananga Coordinator</b>	Matthew Tarawa	m.tarawa@auckland.ac.nz
<b>Fale Pasifika Coordinator</b>	Dr Ema Wolfgramm-Foliaki	ea.wolfgramm@auckland.ac.nz
<b>Support for Students with Specific Learning Disabilities</b>	Glenis Wong-Toi	g.wong-toi@auckland.ac.nz
	Jackie Ede	j.ede@auckland.ac.nz
<b>Tamaki Campus SLC Coordinator</b>	Dr Josta van Rij-Heyligers	j.vanrij-heyligers@auckland.ac.nz
<b>Epsom Campus Coordinator</b>	Hilary van Uden	h.vanuden@auckland.ac.nz
<b>Data Analysis Tutor</b>	Marion Blumenstein	m.blumenstein@auckland.ac.nz
<b>Statistics Programme Coordinator</b>	Leila Boyle	l.boyle@auckland.ac.nz
<b>Maths Support</b>	Helen McKenzie	h.mckenzie@auckland.ac.nz
<b>Reception:</b>	Ext 88850	slc@auckland.ac.nz

## Changes in administrative staff

This year brings a few changes to our Administration Team, we have a new staff member and two existing positions have been restructured. Diana Latchman is our new CAD Secretary/Receptionist at 76 Symonds St. While Tessa Sillifant is now the Administrator of APG and eLDD programmes also based at 76 Symonds St. And Maeva Kearns is now based at reception of the Student Learning Centre in the Kate Edger Information Commons.

## Academic Practice Group (APG)

76 Symonds St

<b>Postgraduate Certificate in Academic Practice</b>	Dr Helen Sword (Head of Group)	h.sword@auckland.ac.nz
<b>Maori Academic Development</b>	Matiu Ratima	m.ratima@auckland.ac.nz
<b>Supervisor Development</b>	Dr Barbara Grant	bm.grant@auckland.ac.nz
<b>Teaching Observations/Tutors and Demonstrators</b>	Dr Ian Brailsford	i.brailsford@auckland.ac.nz
<b>Early-Career Academics</b>	Barbara Kensington-Miller	b.kensington-miller@auckland.ac.nz
<b>Reception:</b>	Ext 88140	cadreception@auckland.ac.nz

## eLearning Design and Development (eLDD)

76 Symonds St

<b>Head of Group</b>	Dr Cathy Gunn	ca.gunn@auckland.ac.nz
<b>Graphic Design/Web Development</b>	Tony Chung	ar.chung@auckland.ac.nz
<b>IT Literacy</b>	Lyn Hood	l.hood@auckland.ac.nz
<b>Learning Design</b>	Adam Blake	a.blake@auckland.ac.nz
	Ashwini Datt	a.datt@auckland.ac.nz
	Claire Donald	c.donald@auckland.ac.nz
	Liz Ramsay	e.ramsay@auckland.ac.nz
<b>Technical Systems</b>	Wen-Chen Hol	w.hol@auckland.ac.nz
<b>Webmaster</b>	Craig Housley	c.housley@auckland.ac.nz
<b>Reception:</b>	Ext 88140	cadreception@auckland.ac.nz

## Photography & Television

76 Symonds St

<b>Photography</b>	Brian Donovan	b.donovan@auckland.ac.nz
	Godfrey Boehnke	g.boehnke@auckland.ac.nz
	Kathryn Robinson	ka.robinson@auckland.ac.nz
<b>Video Production</b>	Richard Smith	rsp.smith@auckland.ac.nz
	Neil Morrison	n.morrison@auckland.ac.nz
	Television Studio Inquiries	Ext 88212 or 88916
<b>Technical Video Services and Advice:</b>	Graeme Henderson	gl.henderson@auckland.ac.nz
	Tony Nelson	a.nelson@auckland.ac.nz
<b>Reception:</b>	Ext 88140	cadreception@auckland.ac.nz

## English Language Self-Access Centre (ELSAC)

Kate Edger Information Commons

<b>English Language Consultant</b>	Siew Read	s.read@auckland.ac.nz
<b>English Language Assistant</b>	Rebecca Tsang	elsac@auckland.ac.nz
<b>Reception:</b>	Ext 82134	