

aCADemix

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Queen of England
1855

Lecture Recording

Online assessment

Celebrating Success

International Connections

Quality vs Do-it-yourself: a balancing act

Promoting Māori & Pasifika student success

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Sometimes it feels as though innovations in teaching and learning go unrewarded. In this issue we draw attention to opportunities that highlight excellence in that area. We

celebrate winners of the University's Teaching Excellence Awards, graduates of the Postgraduate Certificate in Academic Practice, and some of the many excellent presentations at CAD's 2009 annual Teaching and Learning Showcase. We'd also like to celebrate some of the CAD staff who have been recognised both at this University and beyond. (See Page 15).

When the recent University of Auckland Teaching Excellence Awards were announced, we were interested to see the names of many friends and colleagues, people who have availed themselves of some of the expertise CAD offers. Reading through Faculty Teaching & Learning Development Plans, it is also pleasing to note that CAD already offers much that resonates with current University initiatives.

We hope that *aCADemix* helps give you an understanding of what we do and how we might help you achieve your goals.

In many planning documents, there is an emphasis on enabling success for target groups. The feature article on pages 4-5 illustrates one way forward. Learning with technologies is another hot topic and several articles provide pertinent information. We also dip our toes in the murky waters of dilemmas arising out of the increasingly prevalent do-it-yourself ethos surrounding elearning. So if you're wondering what the point of the picture on the cover is - take a look at the snippet on Page 15. It's thought-provoking and illustrates skills beyond the norm and may even inspire you as to how this sort of media might be used to complement and enhance your project.

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Teaching & Learning Showcase... or is that peepshow?

"The Teaching & Learning Showcase provides a rare opportunity for us to play the peeping Tom, to get a glimpse of innovations going on in other people's classrooms and gain inspiration for one's own." Dr Barbara Grant, CAD

Professor John Morrow, Vice-Chancellor Academic, gave the opening address at 2009's Teaching and Learning Showcase. Highlighting the relevance of the showcase to the goals of our University, he identified three major themes in 2009's showcase: the challenges of teaching writing skills; encouraging collaborative learning and students' desire for more opportunities to collaborate; and teaching technologies - especially relevant after the latest academic audit of the University. He emphasised the University's commitment to teaching with technology and the importance of finding approaches and strategies that will get buy-in.

Professor Gina Wisker, Professor of Higher Education & Contemporary Literature at the University of Brighton, spoke of the pressures of being an academic in the 21st century in the UK, a subject the audience readily identified with. She cited the theory of appreciative inquiry as one useful coping mechanism. She also involved the audience in articulating identities and balances in three major aspects of their lives: responsibilities to home, work, and to self. It's not hard to

guess which aspect tended to lose out. It was refreshing to have a reminder that our personal needs shouldn't be forgotten altogether in the work/home balancing act.

Other plenary sessions featured winners of the University's Teaching Excellence awards.

Introducing Day 2, CAD's Dr Barbara Grant conjured up an interesting image with her comment that "the Teaching & Learning Showcase provides a rare opportunity for us to play the peeping Tom, to get a glimpse of what innovations are going on in other people's classrooms and to gain inspiration for one's own".

In this issue of *aCADemix* we will try to provide another opportunity to peep at a few of last year's presentations when they relate to feature articles. To find such titbits, look out for the icon below left. With parallel sessions, it's always frustrating choosing from a brief synopsis and we apologise if these titbits are just as frustrating. You really need to attend to get the full flavour. Information on the 2010 Showcase is emailed out in Semester 2.



Clockwise from top left: Teaching & Learning Showcase icon, Paul Denny, Professor Gina Wisker and Dr Rachel Fewster.

Lecture recording

Lecture recordings are an increasingly popular part of the contemporary elearning environment. The practice raises some complex questions, although basic operation and access to recordings are relatively simple processes.

The pilot has landed

A Lecture Theatre Recording system has been installed during the second semester of 2009 and over the summer break. The system is accessed via the electern and has been installed in 35 of the University's larger lecture theatres. It can record the lecturer's voice and any material displayed on Projector 1 including CD/DVD presentations. The system emails a link to the recording to the lecturer for uploading to Cecil for students (see *aCADemix* Issue 6.) As a result of the pilot, a decision has been made to install lecture recording facilities as a matter of course whenever a routine upgrade of a lecture theatre occurs. You may contact the Lecture Theatre Management Unit to find out which lecture theatres offer lecture recording, how to access this service, and for training sessions on using the electerns: ext 84800, email: lecturetheatres@auckland.ac.nz

Other Options

The lecture recording system described above joins other options already in use at the University:

- BB Flashback software is site licensed and can be installed on a desktop or laptop computer. An external microphone completes the set up and files are saved to the computer's hard drive. They need to be uploaded to a server where user groups have permission to access them. This can be through Cecil or any other web server. Post-production to edit recordings is a relatively simple process. For further information, contact your faculty or department's IT Services or look out for workshops on the CAD website.
- Camtasia software can be purchased and installed on a desktop or laptop computer. Similar operational processes apply as for BB Flashback, though Camtasia Relay offers a portable version that runs from, and records directly to, a USB memory stick.

Why would you want to record lectures anyway?

There are numerous reasons why staff use lecture recording. The most common reasons are:

- to provide an additional learning resource for all students and



Lecture recording also offers professional development benefits. Dr Nancy November, Music, spoke at the showcase regarding her use of lecture recording, along with Christine Miller (Statistics) and Viral Shah (Business & Economics). She appreciates the opportunity to use lecture recording as a teaching development tool. "My recent efforts have been towards getting more student discussion in large lecture classes; I realised when viewing the lecture recording that I actually didn't devote much time to that, even though I thought I had almost gone overboard!"

"Lecture recording is of huge assistance to students whose disabilities or circumstances make it difficult for them to get to campus, or to hear or see the lecture or take notes, but this is a technology that offers significant access and flexibility benefits to all students."

- Brian Stanney, Senior Coordinator, Disability Services.

especially for those with disabilities, learning difficulties, cultural or language differences.

- to support students who can't come to class due to a variety of reasons - family and work commitments, sickness, timetabling clashes, or transport difficulties.

Brian Stanney, Senior Coordinator, Disability Services, draws a comparison between lecture recording and the red buttons we use all around the university to automatically open doors. He says, "Those red 'bump' buttons were initially installed to assist a small number of disabled students. Now anybody who arrives at a door with their hands full gets the benefit. Lecture recording is of huge assistance to students whose disabilities or circumstances make it difficult for them to get to campus, or to hear or see the lecture or take notes, but this is a technology that offers significant access and flexibility benefits to all students".

Research shows that most students who use recorded lectures consider that it supports their learning and helps them to achieve better results. While some students choose not to attend a lecture if it is to be recorded, attendance tends not to be significantly reduced. Some students choose to attend lectures then review the recording to supplement their learning, eg for exam revision, to revisit difficult concepts, to delay note-taking until after the lecture in order to concentrate fully during it, and to check on what was said before approaching their lecturer with questions.

More information on the CAD website

The eLearning Group's Resources webpages provide both local and international information including:

- Lecture Recording Guidelines for staff and students at The University of Auckland
- Report and Toolkit: The Impact of Web-based Lecture Technologies on Current and Future Practices in Learning and Teaching (Gosper et al 2008), sponsored by the Australian Learning and Teaching Council
- Report and CD ROM In Their Own Words: Exploring the Learner's Perspective on eLearning, (JISC 2009) sponsored by the U.K.'s Joint Information Systems Committee (JISC)

Learning research skills in your own element

Research Assistants' Workshop (RAW), for NICAI's Māori and Pasifika students, is proving very successful and in 2008 received the University of Auckland Excellence in Equity Award for excellence in equal educational opportunities.

The convenors Drs Te Oti Rakena and Deidre Brown (NICAI), and Matt Tarawa and Mona O'Shea (SLC) are also involved in the evidence-based research project, "Success for all", which shows that an environment where Māori and Pasifika values are acknowledged and respected is instrumental in these students achieving success. They have created a teaching and learning environment for RAW based on that finding.

The team takes students who show potential and mentors them in the academic learning skills they need to excel in their current studies. RAW provides an opportunity for students to expand their learning skills and encourages them to undertake postgraduate studies. The students learn research techniques for interviewing, data analysis, literature searches, research design, proposal and report writing. Kaupapa Māori & Pasifika methodology is a central part of the programme; and Māori and Pasifika researchers and graduates assist in and facilitate sessions. Students at the workshop commented: "It's really nice to be in a Māori, Pasifika environment and learn from others with

the same cultural perspective." "It's the only chance I've had to share research and ideas in such a natural way." "I've enjoyed talking about research away from the stress of completion and application; looking at it more in the abstract: what it intrinsically is and how it is integral to the work we do."

Learning skills can be quite an abstract process so it is helpful when students can immediately put their skills into practice. The workshops teach the essentials of research and research projects provide students with the opportunity for practical application and further mentoring. Basic research tasks like conducting literature searches, reviews and critical evaluations often bring to light areas that need to be revisited. Mentors can then step in to provide further guidance on writing skills and using creative search strategies. Mentors who have worked with students comment that they see remarkable improvements in the quality of students' work.

It's valuable to have a greater diversity of people in the research field. Te Oti says, "If you're not bi-cultural yourself but are

dealing with research into a cultural area, it's crucial to have someone with a different perspective who can move cleanly between two worlds; for whom the norm is not the same as yours. This is particularly true for research with an anthropological or sociological aspect and certainly in making art in other cultures."

If you're not bi-cultural yourself but are dealing with research into a cultural area, it is crucial to have someone ... who can move cleanly between two worlds.

Dr Te Oti Rakena, NICAI

In 2008, Lia (not her real name), a Pasifika student, attended RAW. Lecturers nominated her because although her grades were average, other indicators strongly suggested that she would be successful, given the right support. "You can measure excellence in different ways," says Te Oti. "The kaupapa Māori or Pasifika way includes what people give to their community, their goals, their view of success and how they create."

Lia went on to do research for Te Oti on NICAI's Tuvalu project which gave him the opportunity to mentor her in research and writing skills. With her interest in the Pacific diaspora and her perspective as a Pasifika woman, Lia provided different and valuable insights in her review and critique of the literature. Te Oti says, "As a male Māori, it was crucial for me to have a Pasifika perspective. Lia spotted different things, came up with different keywords and connections. She brought all sorts of interesting things to the research process."

Te Oti felt great satisfaction when Lia came to see him because she wanted to thank him for his mentoring, for the opportunity to do research and to tell him that she had received A's.



The workshop participants investigate a 'toolgamebox' aimed at helping Tuvalan villagers work towards sustainability.



Braden Harford (right, beside Mona O'Shea) explains the way his toolgamebox works. Should Nanako attach a verandah to her house to provide more water if another person moves in?

As a curtain-raiser to an afternoon of student presentations, Braden Harford (RAW 2007) presented the toolgamebox that won him two 2009 Exposure awards. Braden developed the resource in a research project that complements NICAI's work on Tuvalu. Tuvalans face many challenges if they are to remain on their islands. Braden's toolgamebox provides opportunities for them to learn about factors that will foster sustainability within their local context. It promotes understanding of the concepts and interconnections of sustainability and aims to empower them on how to best influence their environment and develop their own

solutions and outcomes. Standard (invisible) formulae underpin the toolgamebox but cultural, emotional, and practical considerations are also significant factors. Braden has devised an introductory game where chance also plays a part. After building one house and again at the end of the game, players discover whether their decisions will be subjected to hazardous events such as tsunamis, storms or cyclones. The modular pieces can be used to represent individual trees and buildings or plantations and villages. Braden also encourages players to devise their own games and use the pieces for a variety of scenarios.



Two sessions at the Showcase represented collaborations aimed at strengthening Māori and Pacific success in the field of medicine.

In Strengthening Scientific Writing: A Pacific Collaboration, Bridget Kool, Shanthi Ameratunga and Iris Wainiqolo (School of Population Health) reported on a workshop facilitated by staff from the University in partnership with the Pacific team. The workshop aims to engage and mentor Pacific researchers in preparing scientific papers for publication.

Dr Elana Curtis, Sonia Townsend and Tanya Savage (all from Te

Kupenga Hauora Māori Teaching), and Dr Airini (Faculty of Education) presented Success for All: Improving Māori and Pasifika success in degree-level studies. The session looked at initiatives aimed at reducing ethnic inequalities in health workforce development.

The feature article on RAW also reflects findings from Success for All. This evidence-based research project is funded by the Government's Teaching Learning and Research Initiative and aims to improve teaching and learning practice in non-lecture based settings within foundation education. The project targets Māori and Pasifika student success in preparing for or completing degree-level studies.

Balancing quality and the do-it-yourself, number 8 wire ethos

It's do it yourself time! YOU can publish material on the web - and they say students are desperate for it. But does anything really go, we ask? Publishing may have changed but do we really want standards to deteriorate? Peer review sets standards for the content of your thesis and argument. Remove the 'unseen' input from the people who review the composition (both graphic and textual) and media, and its lack often becomes highly visible. On these two pages we discuss some of the dilemmas that have arisen in relation to media as digital tools and a do-it-yourself ethos begin to hold sway. We hope to provide some tips and insights as to when to call in an expert. Many faculties have units with media expertise. If yours doesn't, or deals with different types of media, the skills of CAD's Photography & TV unit are available to all University staff.



Several presentations at the Teaching & Learning Showcase provided reflections on the opportunities for innovation in teaching and learning offered by

do-it-yourself tools. CAD agrees it's exciting. Indeed, we gave a presentation on our do-it-yourself educational website builder. But problems occur when people suddenly forget things they consider basic in other arenas: planning and well thought out aims may seem invisible but they are fundamental to a good result. Good media production values are invisible; a lack of them is highly visible. Keep your standards as high for web production as for any other peer-reviewed publication, especially if it's not only your reputation but the University's at stake.

In his inspiring presentation on creating team spirit and a culture of excellence in a postgraduate course, Associate Professor Michael Mintrom (Political Studies) included video clips of students reflecting on the experience. The clips were convincing: the students were visible, audible and articulate, (and the file sizes were small.) Did this give the lie to our assertion that you usually need a professional to produce even such comparatively simple video well? Or had Michael engaged someone knowledgeable to do the filming? It turns out that Tim Page, Digital Media Specialist for the Arts Faculty, shot and post-produced the video. After giving Tim a list of questions and introducing the session, Michael left the room to avoid inhibiting the students. Tim recorded the students answering the questions. His main tips for amateurs are: firstly pay attention to sound and, secondly, be prepared - and know how - to direct. He says he directed the students fairly heavily, not in what they should say, but in how they expressed it. It showed.

Seven deadly sins of video

1. Wobbly Cam: Conveys confusion and panic when under attack. To be avoided. **Solution:** Use a tripod. If you must handhold the camera, zoom the lens out to wide and move in closer to the subject to give good framing. Zooming magnifies camera shake.

2. One Shot Wonder: Having sufficient memory cards, DVD or tape to record for three hours on one shot doesn't make it obligatory! The University tries to avoid law suits for "Cruel and Unusual Punishment". **Solution:** Plan your production with a final duration in mind, use a variety of shots that may make editing possible and enhance the story you're telling.

3. On-camera Sound: The cheap and convenient on-camera microphone (mic) reliably records the camera operator's heavy breathing and occasional expletive with clarity, but often muffles meaningful speech. **Solution:** When choosing a camera make sure you can plug in an external mic. Buy a small lapel mic and cable. A modestly priced lapel mic close to the subject will produce better quality sound than the most expensive mic from across the room. Use earphones to monitor the sound to guard against a faulty cable.

4. Zoom Zoom Zoom: Someone has discovered the motorised zoom button, and, like any two year old discovering their navel, can't leave it alone. Poke - zoom in - poke - zoom out - in, out, tilt, close up hand, zoom, pan, close up nose. **Solution:** Use the zoom to find the appropriate shot, but don't zoom continually. Remember: no matter how many pre-dinner Pinot Gris you imbibe, your eyes and brain never zoom. Good

camera work should scarcely be noticed. The pictures should *be* the story not be in competition with it.

5. Is that a light I see behind me? Never shoot a subject against windows. The camera's auto-iris will react to the exterior light levels and expose itself accordingly, plunging your carefully framed subject into silhouette. This may sometimes seem an advantage, but your audience might suspect you're conveying something shameful.

Solution: Place the person alongside the window (but not in direct sunlight) with an interesting and relevant background behind them. Remember video cameras love soft lighting. Check for potentially embarrassing items within shot.

6. I tell you I was framed: Bad framing is a hallmark of amateur videographers usually resulting in disproportionately large amounts of space above the subject's head. This is only OK in Canada where large flocks of Canada Geese frequently fill in the space overhead.

Solution: Try to make your eye travel around the frame and utilise the proportions of thirds to better place your subject within it. As a guide, look at any of the great portrait or landscape artists for ideas of good composition. You scarcely notice the hard edge of the frame.

7. Who needs a professional, this is easy! Soon to become an official warning on video clips, meaning: no production values included.

Solution: Feel free to contact staff within CAD's Photography & Television Group to advise on or even shoot your next project. As a central University unit, they are freely available to all staff for teaching and learning projects.

Photography

“If you own a camera, you’re a photographer. If you own a flute - well, you own a flute.”
from Ted Orland Photographic Truths poster (<http://www.tedorland.com/truths.html>)



Ever seen the details at the top of the Auckland museum? You can now. Just visit CAD’s website (Photography & TV - High Resolution imaging) and zoom in on this building and many other images of things you’d probably never see otherwise. Always on the look-out for innovations that work, the unit has taken to Zoomify, which makes high resolution imagery possible on the web. (See *aCADemix* issue 6.) This offers great educational opportunities, but you need skill as well as good equipment to achieve a result like this.

We nearly all own digital cameras and take some excellent photos, but can we guarantee a usable shot, and do we really understand lighting, composition etc? When should we call in a photographer? Geology’s Dr Barry O’Connor takes a good photo. In an earlier incarnation as a sports photographer, his photos were published. Barry did the hard graft on Geology’s Rocks & Minerals website, which is popular with UoA students, schools and the general public. CAD’s Photography unit shot aerial photos and many, many rock and mineral specimens for the site. Barry says, “It was fantastic. I’d just bowl up with some specimens. The photography studio had been prepared for the

job and bang, bang, bang, we were finished! The photos weren’t just much better than I could take, the whole process was quicker.” He says, “A lot of people don’t realise when their photos or videos are rubbish. They use them in public forums and of course other people can recognise the lack of quality. It’s tricky. If possible, it’s way better to get a professional if the media is going to represent the University, either in promotions or for students.” CAD’s unit is skilled and experienced in producing materials for marketing, public relations, teaching and learning, and research. They also take CAD’s workshops on Digital Photography. For dates and details, sign up for CAD alerts on CAD’s website.

Understanding compression

“ I looked at the course website as asked and suddenly I was back to dialup speed - I’d just used up my month’s broadband allocation!” A student.

Not so long ago delivering rich content to dialup users was a nightmare. Web Developers had to compress the heck out of video and images to minimise page loading time and complementary CDs or DVDs were often required. Though broadband Internet may now be the norm, we all need to remember that in New Zealand most people’s Internet plans still have a download limit. Publishing large uncompressed images and videos does no one any favours.

Another common pitfall is inserting large images and scaling them within the editor. The image may look small, but may actually still be a 5 million pixel image! You’ll only realise how long it takes to display when you view it from home. Scaling in some editors also leads to degradation of the image. You should always resize and optimise images for the Web before you upload them. If you have Photoshop, take a look at ‘Save for Web & Devices’ under the File menu (Fireworks users can try the Export Wizard). If you don’t have image software installed, Pixlr (<http://pixlr.com>) is a free, easy-to-use image editing program that works directly in your browser. You can open your images, resize and resave them to your hard drive.

Although reducing file size does reduce quality, usually there is little perceivable difference. However, ALWAYS keep your original intact by saving projects under a different name. You’ll need high resolution images for print and, if you continually recompress images, those imperceptible reductions in quality mount up. For uncompressed master copies, use tiff, bmp or high resolution jpegs. Begin each new project with that master copy.

A basic understanding of compression for the Web helps solve problems but video, in particular, can be complex, so find an IT support person who understands media requirements and consult them when unsure of something.

Common compression formats for the web

.jpg	Optimise high resolution jpegs for the web
.gif	Good for blocks of colour like tables or charts
.png	Great for images requiring transparency
.flv	Flash video
.mov	QuickTime
.mp4	Becoming the norm for video on mobile devices
.3gp	Still used on some mobile devices

Online assessment strategies romp home

Our choices about assessment strategies profoundly affect what we teach, and how our students will learn. In *The Black Box of Tertiary Assessment* (2009) Professor John Hattie predicts that assessment in tertiary education “...will move from a device to sum up what we think students need to know, to providing feedback into the teaching and learning cycle...it will involve peer assessment and computerised scoring; aspects of Second Life and interactivity; it will see more use of computerised adaptive testing; and the quality of these assessments will be set higher...”

Last November’s ACODE (Australasian Council on Open, Distance e-Learning) meeting at Edith Cowan University offered a day-long workshop on online assessment. CAD’s Annual Teaching & Learning Showcases in 2008 and 2009, and the August 2009 edition of *aCADemix* featured various perspectives on the same topic. So what’s all the fuss about? Given the risks associated with assessment that isn’t mediated by a watchful human eye, why do online options attract so much attention? The details vary with circumstances, but answers typically relate to two common keywords: efficiency and effectiveness.



The in-house assessment system, Oasis, caught the attention of an Engineering Head of Department when evidence showed it saved teaching staff around 100 hours of marking time every year. So it was efficient, but was it also effective for student learning? An independent evaluation study by CAD staff found evidence that it was. Students welcomed opportunities to practise on multiple problems, receive instant constructive feedback and learn from mistakes made in the privacy of their own computer environment. They provided constructive feedback on ways the system could be improved. Lecturers were not all so enthusiastic. Use of Oasis demanded up front investment of time and intermediate level technical skills as well as adoption of some novel teaching strategies. Partnerships with technical staff and hiring students to enter questions solved some immediate problems, though the impact on learning took longer to measure. That innovation process is consigned to 2002/2003 editions of engineering education journals and conference proceedings, and Oasis has become part of business as usual for a number of teaching departments.

Are the outcomes of that evaluation typical for all innovation? Aspects of that initial experience are now being mirrored in studies of lecture recording technology. Students welcome the development, which they find a useful aid to learning. Lecturers are sceptical and sometimes decline to participate. The question remains; is there a valid basis for these different perspectives, or is failure to engage with online assessment simply another case of tradition resisting change?

The main point made by experienced users of online assessment is that it supports learning in ways that wouldn’t otherwise be possible, particularly with large classes, tight timetables and limited resources. Another point is that strategies and tools are available for every situation; mastery learning, problem solving, process application, simulation, dialogue, critical analysis and automated marking of paper-based assignments, to name just a few.

aCADemix issue 6 noted that text-book publishers have begun to

offer online assessments (in this case banks of multiple-choice questions) with media rich resources aligned to particular courses. In some cases, this is backed by systematic research that shows benefits to student learning across large, diverse study populations. All this comes for the same cost as a copy of the textbook. The only additional requirement is investment – often quite minimal – in the development of teaching strategies to integrate the assessment tasks into courses.

The main point made by experienced users of online assessment is that it supports learning in ways that wouldn’t otherwise be possible, particularly with large classes, tight timetables and limited resources.

CAD plans to work with colleagues from various teaching and service departments to showcase these strategies throughout 2010. Creators and users of online assessment systems will show their wares, share their woes and invite colleagues to discuss their own ideas using the available tools. **PeerWise** lets students develop, answer, rate and discuss MCQs. A dynamic item bank archives the best of their efforts. **Aropā** makes peer assessment manageable and uses learning objectives as signposts to guide student learning. **BestChoice** presents interactive problem solving tasks for different disciplines, and generates rich data representing learner behaviour. **Oasis** supports complex problem solving skills development for large classes. **CourseBuilder** integrates formative assessment into media-rich websites. **Cecil** and **QuestionMark Perception** offer opportunities for formative and summative assessment, and analysis of learner interactions in the enterprise learning management system environment.

Click the Courses tab, or sign up to CAD alerts at <http://www.cad.auckland.ac.nz> for dates and details of online assessment seminars and workshops scheduled throughout the year.

... the University of Auckland has a wider range of online assessment options available for staff, and a greater range of in-house products than many of our competitors.

To return to our starting point, the ACODE workshop collated institutional data on online assessment practices across nineteen Australasian universities, revealing the following:

continued opposite

Online assessment strategies romp home (cont)

Online assessment used	Number of Universities
diagnostic assessments at the start of the course	14
formative assessment to improve learning	19
online assessment for grading or certification (concentrated in a few faculties)	17
institutional online assessment strategy	0
internal online assessment guidelines	5
technical support for online assessment	7
online assessment tools used:	
<ul style="list-style-type: none"> The quiz function in Blackboard 	14
<ul style="list-style-type: none"> The quiz function in Moodle 	6
<ul style="list-style-type: none"> QuestionMark Perception 	4
<ul style="list-style-type: none"> Clickers 	9
<ul style="list-style-type: none"> Turnitin 	19

If these results are in any way representative, there is considerable educational potential yet to be exploited. Additional comments provided at the workshop seemed to suggest that the University of Auckland has a wider range of online assessment options available for staff, and a greater range of in-house products than many of our competitors.

Cathy Gunn, (PhD) & Claire Donald (PhD) , eLearning Group



Peer assessment can address students' desire for collaborative learning and academics' desire to provide meaningful assessment to large

classes. In his keynote address, Paul Denny discussed the collaborative aspects of his system for managing peer assessment of multi-choice questions and shared research findings into the efficacy of the system.

Aropā (John Hamer) uses rubrics and checks and counter balances to manage peer assessment of long-answer questions. And, on a different note, Daniel Exeter, Andrew Luxton-Reilly, Paul Denny & Jacob Hendrickx introduced us to Pro-Results, an automated MCQ feedback system for use in large classes.

Beyond the doctorate: a book review

Beyond Doctorates Downunder: Maximising the Impact of Your Doctorate from Australia and New Zealand. Edited by Carey Denholm and Terry Evans. Acer Press, Camberwell. 2009.

In the Foreword to this book, Paul T. Callaghan uses the term 'apprenticeship'. This term flags a question about *Beyond Doctorates Downunder*: does this book accept and promote the idea that a doctorate is an apprenticeship, and all that that implies? The answer is both yes and no.

Let's start with the 'yes'. *Beyond Doctorates Downunder* fulfilled my expectation of what a book with the subtitle "maximising the impact of your doctorate" might offer as "key steps" to successfully obtaining a "return on the investment" of doing a doctorate (3-4). There is very sound and valuable advice in these parts of the book and the editors offer a diversity of disciplinary perspectives. Section two, for example, offers advice to doctoral graduates on entering a range of specific environments - from performing arts, to industry, to public service, to Antarctica, and so on. Section four tackles strategy, with useful tips on how to make good use of the first five years after completing a doctorate, covering topics from publishing books and articles, to developing networks. There are excellent suggestions and probing questions ("are you someone with whom others will choose to work?" (70)).

And yet there are also plenty of those kinds of headings and imperatives that suggest it is all quite straightforward; that if a doctoral candidate or graduate follows the "key steps" they will

reach the goal, whatever that may be. For example, there are sections on "securing a postdoctoral fellowship" and "making your doctorate work". That is the nature of this kind of guide book, of which here seems to be a proliferation these days.

Moving into the 'no', *Beyond Doctorates Downunder* is also another kind of book. Section three offers reflections on the experiences of recently completed doctoral graduates. These stories are both recognisable and unique, and compelling. They offer a mix of personal account and thoughtful considerations for other, similarly placed, doctoral candidates. They are honest. One openly describes the "disorientation and career confusion" (Thomas, 84-5) that can follow the completion of the doctorate. A New Zealand based couple describe their experiences of juggling two post-doctoral research careers. Aboriginal and Māori perspectives are offered, including one candid chapter by The University of Auckland's own Dr. Adrienne Ormond. One contributor, Jennifer Sinclair, takes to task the very kind of advice-giving guide that *Beyond Doctorates Downunder* is. She points to the reality "that following advice and being productive does not guarantee the outcomes we seek" and refutes the label "academic in training", or the idea of the apprentice (109-10).

Although the editors attempt to unify the various approaches of *Beyond Doctorates Downunder's* contributors into one message in the final chapter, it is the diversity of perspectives presented that makes this book's contribution a valuable one.

Frances Kelly (PhD), Lecturer in Doctoral Skills, SLC

International trends in current practices: A sabbatical summary

A period of research and study leave is good for the soul! It is a great privilege to have dedicated time away from the day to day business of a university. As this was my first ever period of research and study leave, it was a novel experience and not without its anxieties! There is the constant feeling that one has to be productive, to have tangible outputs to show for your 'time out'. But not everything one thinks or does can necessarily result in an immediate tangible output. Many colleagues reassured me by pointing out the intrinsic value of reflection on my contribution to the institution, my leadership role and my research and development activities.

One of the most rewarding aspects of a sabbatical is visiting and engaging in dialogue with colleagues abroad in similar roles at a variety of types of university. It was pleasing to find that CAD is well known and respected outside New Zealand, especially in many universities using a similar model to bring together elearning design and development, student learning and language support and academic practice. Many are discovering difficulties in merging groups with such distinct yet overlapping remits. One tension commonly mentioned arises from trying to effectively combine technologies with the underpinning pedagogies. CAD is seen by others as having overcome this issue. This may be in part because CAD's technical staff in both the Photography & TV Group and the eLearning Group have considerable experience in giving priority to the needs of teaching and learning when developing educational materials. The positive



Maddox, who is nearly four here, has been happily using a colouring-in programme on his father's laptop for over a year now. (photo supplied by Lorraine Stefani)

view of CAD held by colleagues in the UK and Australia is based on the extensive material and resources on our website; CAD's key research academics and on the positive reputation of the University of Auckland overall.

On my travels, I found many senior academics are occupied with the need to invest heavily over the next decade to develop the innovative and imaginative learning spaces and technological infrastructure students need. Students already bring a complex digital environment to campus and expectations about connectivity and digital services will only rise. In a recent keynote presentation at the University of Waikato, I began with a photograph of my Great Nephew who can be seen 'working creatively' in his own chosen learning space on his father's laptop. This young chap is engaging in learning in his own way, on a children's colouring-in program. Maddox is three years old in this photograph! What expectations will his 'born digital' generation have by the time they attend college or university or indeed primary school? In Australia, some primary schools are already planning to provide laptops in class so that all pupils can develop their IT skills. Many universities are creating 'one-stop shops' for student support and reshaping their libraries to accommodate learning pods complete with the entire technological infrastructure currently required. Touring such learning spaces is very different from reading about them in academic journals.

In universities in Australia in particular, there is much less anxiety over the drop in attendance at actual lectures because lectures are available online. Students are very positive about this move and can make strategic choices about whether or not to travel to the university to engage in their studies. Insufficient research exists to date as to whether student learning outcomes are changing as a consequence.

Colleagues in the UK gave me insight into how universities there are responding to their National Student Surveys, which mirror New Zealand's AUSSE Survey results. It is becoming evident that governments in other countries are taking these surveys very seriously and asking serious questions about institutional responses.

One lasting impression I have is just how well the University of Auckland is doing internationally in terms of keeping pace with or being ahead of the game in learning and teaching matters. This is reflected in our international rankings.

When not visiting colleagues, I was of course writing; completing an edited book on Evaluating the Effectiveness of Academic Development and several other publications now published or in press.

Lorraine Stefani

New Resource for Teachers: PG Cert Graduate Gallery

The Postgraduate Certificate in Academic Practice (PGCert) provides academic staff with an accredited qualification in university teaching. Participants develop strategies for improving their students' learning and for managing the complex task of balancing research, teaching and service roles at a research-intensive university. To date, 16 UoA staff from across the Faculties have completed this challenging 2-year programme.

CAD's new PGCert gallery profiles these recent graduates, whose commitment to academic excellence has already earned them an impressive array of teaching and research awards, Teaching Improvement Grants and contestable research grants.

The PGCert Gallery supplements CAD's Teaching Excellence Award Gallery, which showcases recent University of Auckland Teaching Excellence Award winners. Each staff profile includes a photograph, a brief teaching bio and an email address. Early career academics and others are warmly invited to make contact with any of these outstanding colleagues, whether to observe their lectures or simply for an informal chat about teaching.

To view the Graduate Gallery, go to the CAD website and follow links to Academic Practice/PGCert in Academic Practice/PG Cert graduates. (www.cad.auckland.ac.nz/index.php?p=pg_cert_graduates)

To view the Teaching Excellence Award Gallery go to the CAD website and follow the links to Academic Practice Group, Resources, Teaching award winners. (www.cad.auckland.ac.nz/index.php?p=teaching_excellence_awards)

Each year, CAD offers 8 Faculty Fellowships for staff enrolling in the PGCert. A call for nominations will go out in late March. For further information about the Faculty Fellowship scheme and/or the Postgraduate Certificate in Academic Practice, please contact the course coordinator: Dr Helen Sword (h.sword@auckland.ac.nz)



Looking through the programme for the Teaching & Learning Showcase with the list below in mind, one sees how many graduates shared their innovations in teaching and learning.

Online assessment is a hot topic and Dr John Hamer, Andrew Luxton-Reilly and Dr Daniel Exeter have all been involved in developing innovative systems showcased. Dr Nancy November presented on an unusual use of lecture recording (see Lecture Recording, P.3); and Dr Darrell Patterson reported on a website he developed to help a large class to prepare for an engineering laboratory. He is currently refining and extending the website in collaboration with CAD.

Recent PGCert Graduates

Andrew Luxton-Reilly	Computer Science
Daniel Exeter	Population Health
Mark Jones	Chemical & Materials Engineering
Nancy November	Music
Jim Greenslade	Engineering Science
Karen Day	Population Health
Darrell Patterson	Chemical & Materials Engineering
Jim Speers	Fine Arts
John Hamer	Computer Science
Judy Cockeram	Architecture and Planning
Kris Gledhill	Law
Nickola Overall	Psychology
Alison Cleland	Law
Jennifer Frost	History
Pauline Cooper	Faculty of Medical & Health Sciences
Susan Carter	Student Learning Centre

The three recent PGCert graduates profiled here – John Hamer (Computer Science), Nickola Overall (Psychology) and Darrell Patterson (Chemical & Materials Engineering) – number among the PGCert's most distinguished alumni.

In 1997 John Hamer received the University of Auckland Distinguished Teaching Award. And in 2007 the Australasian Association for Engineering Education



recognised his work on Aropā under the category of "programs that Enhance Student Learning: Services Supporting Student Learning." Aropā is a web-based tool to support routine peer assessment activities in large undergraduate classes.

Nickola Overall received a 2009 Early Career Teaching Excellence Award shortly after completing the PGCert programme. To engage her students, Nickola



contextualises concepts and theories by using hypothetical, constructed and historical examples from real life. She encourages questions and discussion and tries to make content personally relevant where possible.

Darrell Patterson has received numerous awards, most recently the 2008 Faculty of Engineering Early Career Excellence in Teaching Award and the 2009 University of Auckland Early Career Research Excellence Award.



For Darrell, teaching is about nurturing effective learning and scholarship and independent thinking through a teaching and learning partnership with students.

New staff: Robyn Manuel



Dr Robyn Manuel (Te Rarawa, Ngāti Kahu) joined the Academic Practice Group as a Māori Academic Developer in September last year. She shares this position with Matiu Ratima who has taken leave to study towards his PhD.

Robyn received her doctorate in chemistry, enzyme kinetics, from The

University of Auckland in 1999. As a postgraduate student she was a tutor in the Departments of Chemistry and Geochemistry and, after receiving her PhD became the Director of the Certificate in Health Sciences (Hikitia te Ora) in the Faculty of Medical and Health Sciences. Robyn also course coordinated two of the programme's courses, Māori Health and Professional Development until she left the University in 2005. Throughout her time in the FMHS, Robyn was a Company Director of AgResearch Ltd and Celentis Ltd (the commercial arm of AgResearch). During the years that Robyn was away from the University she has taught science at secondary school in an immersion Māori unit; course coordinated Māori health courses in the Master of Public Health programme at AUT; been the Acting Director of a Māori Health research centre (AUT); facilitated consultation hui with Māori living in the Counties-Manukau District Health Board (CMDHB) catchment area prior to writing the CMDHB Obesity Prevention Action Plan and finally, undertaken research in isolated Māori/kanaka Māoli communities

throughout Te Ika a Maui (North Island) and Hawai`i nui (Big Island of Hawai`i).

Her core role in the Academic Practice Group is to provide academic advancement opportunities and support in teaching and research for the University's Māori academic staff. Where appropriate, Robyn also supports academic development initiatives for all academic staff.

Robyn is also the current UoA co-ordinator for the Manu Ao academy (Inter University Māori academy for academic and professional advancement). The Manu Ao academy has 3 objectives:

- Accelerating Māori leadership
- Strengthening links between Māori academics and Māori professionals
- Advancing Māori scholarship

Robyn can be contacted on:
extension 85367
or email: r.manuel@auckland.ac.nz.

Writing retreats for University of Auckland Māori academics

Robyn recently facilitated the University's inaugural Māori Academics' writing retreat at the Aio Wira Centre in the Waitakere Ranges. Held over three full days, it provided a valuable opportunity for academics to complete large pieces of writing before the start of semester one. Participants also greatly appreciated Dr Barbara Grant's academic writing workshop.

Participants' topics were widespread and included:

- A comparison of Māori customs and English law approaches to death and burial;
- Who has access to high ability mathematics standards at secondary school?
- Innovative home infrastructure solutions for indigenous isolated communities;
- How does who I am impact on how I write about others?
- The benefits of biliteracy (transacquisition) for the unilanguage immersed child.

As feedback from the retreat participants was overwhelmingly positive, a further writing retreat will be held at the same location. (See opposite)

Manu Ao: What's coming up

Weekly Seminars

Every Wednesday from
3 March 2010 to 1 December
2010

Leadership Course

15/16 April 2010 Tāmaki
Makau rau (Auckland)

1/2 July 2010 Ōtautahi
(Christchurch)

2/3 September 2010 Te Whanga nui a Tara (Wellington)

Writing Retreat

14 - 17 June 2010, Aio Wira Centre, Waitakere Ranges



Student Learning Centre makes international connections

After 17 years leading the Student Learning Centre (SLC), Associate Professor Emmanuel Manalo is going to take a break. In early March he goes on leave to take up a contract position at Waseda University in Tokyo, Japan, as a professor involved in teaching and research development in English language and academic skills instruction. The position will enable Emmanuel to further his collaborations with educational researchers in Japan, and to test the efficacy of teaching strategies he has developed over the years in a different cultural environment. It also provides an opportunity to form closer ties between The University of



Josta and Li Ping (Associate Professor, Guangzhou University) on a visit to South China Normal University's corpus research unit, Guangzhou. (photo supplied by Josta van Rij-Heyligers)

Auckland and Waseda University, a prestigious research institution, that is recognised as one of the top ranked universities in Japan and the Asia Pacific region.

At the same time Dr Josta van Rij-Heyligers has built links in China: as an invited keynote speaker to an international forum, she re-established links with Guangzhou University's School of Foreign Studies for ongoing joint research in applied corpus linguistics. Josta also attended the



Emmanuel with his wife and daughter at a shrine in Nara, Japan. (photo supplied by Emmanuel Manalo)

Universitas 21 (U21) teaching and learning conference in Ningbo (Nov 2009) where she reviewed support services among U21 and conferred with language and learning support providers of the University of Nottingham at Ningbo Campus (UNNC). Her visit resulted in an invitation to the UNNC to give a lecture on her corpus research. Josta's corpus linguistic study has illuminated the differences between Chinese and Western understanding of academic discourse.

SLC's academic and language skills programmes will benefit from these two collaborations with partners in the Asian region.

English language support: A case study

ELSAC (English Language Self-Access Centre) has been carrying out research to explore how students use English language support at The University of Auckland. This case study represents a small part of one participant's story.

Cindy (not her real name) remembers her first university assignment: 'A compare and contrast essay. It was only a thousand words but I spent 5 days, 9-5, struggling with it. Then once I finished my essay I asked people to read it. But I found they took a while to understand what I really meant because Chinese and English - the logic is upside down, the other way round. But the teacher gave me quite a lot of encouragement: "You actually argued in the opposite way, but I'll give you credit for trying". So I got a C- for that essay.'

After working long hours on her second essay Cindy visited an ELSAC language advisor: 'I was expecting her to say, "This is really good, you're writing well!" But

what she said was, "What do you mean by that?" And I thought, "I spend all my time working hard and still I can't do a compare and contrast essay. I've been in New Zealand [for over 20 years] and I thought I could put a sentence together. And now I'm in the university, the more I think about a sentence the harder it gets". Just like the more you think about what you're going to wear the worse it gets! The hardest thing for me was to write one correct sentence, harder than to speak for one hour. When I wrote [my idea] it lost all the art, you know, the juice. Language has weight, power and temperature. How you say it really means something. So I decided that if I learnt how to write good sentences it would give a bit more edge to express the depth of what I really meant. So I asked, "How do you put a formal sentence together?"

In response, the language advisor provided Cindy with some tasks to work on: "So I did all the study and took

another 2 whole weeks to write the essay. I came back and she said, "Oh yes, this is better". But again, I needed to work on my argument. I went away moaning for a couple of hours and then thought, "Ok, let me do it". So I reorganised it and then handed it in. I waited and prayed . . . and got an A. Oh, it was worth it! It also told me a story: Whatever the effort you put in does match the outcome. So that essay was just like a very hard-born child, but I'm very grateful for it. I realised that my A was because of the enormous help I asked for, not because it comes naturally from inside myself. I kept asking, "What can I do?" I wanted to get all the help I could because I paid my money and wanted to get the most out of it.

Cindy consistently used the ELSAC resource throughout her 4-year professional degree and put great effort into her studies. And before she graduated last Spring she had already secured employment in her field.

CAD Workshops, Courses and Seminars

CAD Alerts: Keeping you informed about what's coming up



Is this you? CAD Alerts are proving a popular and easy way to stay in touch with upcoming workshops and events. You can even select the type of events you want to hear about e.g. Academic Practice, IT Literacy, or Student Learning Centre.

To subscribe: www.cad.auckland.ac.nz/subscribe

Customised Workshops

IT Literacy

CAD specialises in creating customised workshops (or individual consultations) to suit your computer training needs. Call the IT Literacy Coordinator on ext. 87951 with your queries or submit a request online at: www.cad.auckland.ac.nz/itlitrequests

Academic Practice Group

To find out about APG's customised workshops and individual consultations and/or submit a request, please go to: http://www.cad.auckland.ac.nz/index.php?p=apg_request

Easier enrolments in CAD workshops

For quick and easy workshop enrolments go to: www.cad.auckland.ac.nz/workshops

Interested in elearning? Log in to experience it!

aCADemix, March 2009 reported work in progress to develop online guides for:

- teachers wanting to know more about educational technologies and the potential for effective use in their teaching; and
- teaching teams designing and developing technology enhanced courses.

Since then, all seven modules have been reviewed by UK, Australasian and European members of the consortium (see www.epigeum.co.uk) and are now available online for staff, students and researchers at the university. Online access to these courses is easy and secure, offering users a taste of the web-based learning experience. CAD's aim is to use this resource base to encourage innovation in teaching with technology, and to help sustain excellence in elearning course development and delivery.

A pilot project (http://www.cad.auckland.ac.nz/index.php?p=pilot_project) has been launched to customise the globally developed content for the local context. This is an excellent opportunity to showcase local expertise in elearning and to share good practice across the university.

The eLearning Group is now inviting volunteers/ elearning practitioners/ enthusiasts and support staff from around the university to review the guides and contribute good practice examples for colleagues to learn from. Support is available for development of online or video case studies. All contributions will be fully acknowledged.

To learn more about the project, access and browse through the courses and/or take part in the pilot trials, please register your interest with Ashwini Datt (CAD Senior Tutor) a.datt@auckland.ac.nz ext 87613.

Detail from cover

The cover shows a copy of an old oil painting (by an unknown artist) of the ship *Queen of England*. (A ship by that name brought immigrants to Botany Bay, NSW, in 1855). No attempt at 'digital restoration' has been made. Instead, the aim was to photograph the painting (which was much too large to scan) in very high resolution. A 'stitched' image mosaic of nine shots resulted in an 84-megapixel image allowing views of very fine detail such as the activity on the ship (see below). As is often the case with photography of artworks, the glossy, uneven surface of the canvas called for a special lighting set-up during copying: polarisers placed over the lamps (angled at 45° to the painting) and over the camera lens ensured that reflections and flare were eliminated.



Awards

Neil Morrison of CAD's TV & Photography Group recently received a UoA General Staff Excellence Award along with Margaret Woolgrove (Maths) and Robert Carter (Science IT) for work on the Mathsreach website (<http://www.mathsreach.org/>). Neil produced video interviews that give insights into the lives of mathematicians and their subject.

In 2009, Dr Cathy Gunn, (eLearning Group) received the ascilite (Australian Society for Computers in Learning in Tertiary Education) Life Member Award, recognising 'sustained and admirable service' to the society. The award entitles her to full and free ascilite membership for life.

CAD's Dr Claire Donald and Ashwini Datt received ascilite Community Peer Mentoring Programme awards in 2009 and 2008 respectively. And administrative staff Tessa Sillifant and Kaye Hodge have both recently received general staff professional development awards.

Publications



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Gillies, M., Sword H. C. & Yao S. (Eds.). *Pacific Rim Modernisms*. Toronto: University of Toronto Press, 2009. This book explores the complex ways that writers, artists, and intellectuals of the Pacific Rim have contributed to modernist culture, literature, and identity. The fourteen essays gathered in the volume

reflect a range of scholarly perspectives and methodologies, expressing varied viewpoints, divergent voices, and even contradictory definitions of Modernism itself.



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Manalo, E., Marshall, J. & Fraser, C. (Eds.). (2009). *Identifying and reporting on student learning support programs that demonstrate tangible impact on student retention, pass rates, and/or completion*. New Zealand: Association of Tertiary Learning Advisors of Aotearoa New Zealand ATLAANZ. This publication

included programme summations and case reports from Jackie Ede, Emmanuel Manalo, Jenny Marshall, Mona O'Shea, and Matt Tarawa.



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

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