

aCADemix

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Magazine of the Centre for Academic Development

ePortfolios

Conferences

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Writing Retreats for Women

Recognising Learning Disabilities

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THE UNIVERSITY
OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau



Welcome to the first volume of aCADemix for 2008.

In the past few months CAD staff have been very busy working with Faculties,

Departments, individual staff members and of course, our students. There have been a number of notable successes for CAD staff: Jenny Marshall and Emmanuel Manalo traveled to the University of South Australia to receive the Inaugural Outstanding Academic Integrity Resource Award at the Asia-Pacific Conference on Educational Integrity. This award was won for the Referencite resource which is now used widely both within the University of Auckland and much further afield. Helen Sword, with Michele Leggott from the English Department, won a Teaching Excellence Award. They have worked in partnership on the highly successful project Poetry off the Page. Brian Donovan won Best Poster Award at the 13th International Virtual Systems and Multimedia Conference in Brisbane; Kaye Hodge (PA to the Director of CAD) will be presenting at the Southern Secretarial Summit later this year on the theme of Enhancing the Workplace Environment. CAD was chosen by the Ministry of Education of the Kingdom of Saudi Arabia to run a course for twenty academic staff from KSA Universities entitled Leading Academic Development.

These examples of successes for CAD staff arise from work we do with UoA academic staff and students and are an important means of enhancing our reputation locally, nationally and internationally. It is also important for us to show that we take our own professional development as seriously as the work we carry out with staff and students.

I hope you enjoy reading about our work and contributions to the University through the pages of aCADemix.

Lorraine Stefani
Director, CAD

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e-Portfolios for Student Learning

The e-portfolio has definitely arrived and is making its mark on how the curriculum is designed and delivered and on students' learning processes and strategies.

While there are many definitions of the 'e-portfolio', one currently in common usage is:

'Portfolios in education and personal or professional development are collections of documents and other objects that can be shown as evidence to support claims a person makes about what they know, what they have achieved and what they can do. As for e-portfolios, they are simply electronic versions of physical portfolios that contain digital instead of physical objects.'

This and other definitions of e-portfolios belie both the complexities and the potential of the e-portfolio to support learning and reflection.

The reflective components of e-portfolios have great similarities with blogging; the commenting facilities of e-portfolios replicate the function of asynchronous conferencing; the assessment function of e-portfolios replicate to some extent the facilities of most Virtual Learning Environments. Consequently, e-portfolios are a composite of facilities and functions that already exist in other types of software – begging the question perhaps – of why bother? We should bother because bringing together disparate functions provides major gains in usability, in motivation and in rethinking current practice (Stefani et al 2007). Today's students have been described as preferring learning experiences that are digital, connected, experimental, immediate, and social. Well designed curriculum with e-portfolios embedded and integrated into the learning experience can provide all of this for students. However, e-portfolios cannot simply be seen as an add-on. They must be supported at institutional, faculty and departmental levels.

There are a number of issues which must be considered carefully if e-portfolio implementation and usage are to be successful. These include:

- A clear statement of purpose
- A clear relationship between curriculum design and the e-portfolio
- Clarity regarding the potential contents for an e-portfolio
- Adequate preparation for users of the portfolio.

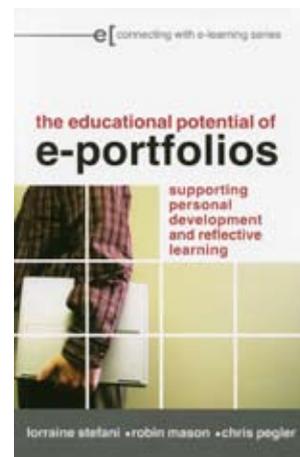
The pedagogical issues relating to the e-portfolios require us to consider:

- How we can change the mind-set within our institutions to recognise that there is a need to reconceptualise the curriculum in such a way that e-learning and e-portfolios become an integral aspect of the student learning experience?
- How we can change the mind-set of lecturers to manage assessment, both formative and summative through the medium of the e-portfolio?
- How we design the curriculum to integrate e-portfolios?

At the University of Auckland we do not as yet have the solutions to these problematic issues. However the CAD Teaching and Learning Showcase held in November 2007 included a full session on the development and integration of e-portfolios into the curriculum.

Reference: Stefani, L.A.J., Mason, R.D. and Pegler, C. (2007) *The Educational Potential of e-portfolios* Routledge, Abingdon, Oxfordshire

JISC: <http://www.jisc.ac.uk/whatwedo/themes/elearning/eportfolios/asp>



Recognising Learning Disability

The Learning Disabilities (LD) Programme, at the Student Learning Centre (SLC), offers learning assessment, tuition and ongoing academic support to students with Specific Learning Disabilities and Mental Health Disabilities. While students are usually referred to us by other University Support Services, academic staff can also refer students.

At tertiary level, students with Specific Learning Disabilities tend to share a number of common behaviour traits which can influence how they participate in class and may impact on their overall academic achievement. The following indicators must occur consistently and repeatedly across all subject areas to confirm the presence of a specific learning disability. However if staff have a concern about a student who regularly demonstrates one or more of these traits, we encourage them to refer the student to us.

Common Indicators of Specific Learning Disabilities

Serious spelling and/or grammatical errors in written assignments, tests or exams.

Students may identify their errors when material is read aloud to them but are unable to identify them independently.

Errors when formulating sentences in written assignments and/or oral presentations.

Students may have difficulty recalling and processing information. This may manifest in failure to complete assignments, tests and/or exams within the given time period.

Discrepancies between verbal and written ability.

Students may demonstrate clear verbal reasoning and analytical skills in tutorials and lectures, which is not reflected in their coursework. They may express disappointment and confusion about their grades.

Difficulty with reading - speed and/or comprehension.

Students may appear to study conscientiously yet not keep up with the required reading. They may be reluctant to read aloud in class and, if requested, may read slowly or omit words. They may also fail to complete tests and/or exams if extensive reading is required during the testing period. Furthermore, they may have difficulty if required to identify the relevant points from a text and/or to recall textual information.

Difficulty with handwriting – speed and/or legibility.

Whilst appearing to write industriously, students may fail to keep up when taking notes in lectures and tutorials. They may be reluctant to write notes by hand in class, particularly if others will view this work. They may also struggle to complete exams that entail a high handwriting component. If legibility is an issue, the reader will have consistent difficulty reading the students' handwritten script and may observe that legibility deteriorates even further under timed conditions.

Errors in numeric or formulaic sequencing in assignments and/or oral presentations.

Students may identify their errors when material is read aloud to them but are unable to identify them when self editing.

Difficulty with time and self management.

Students may arrive late to class and, in some cases, even fail to attend lectures or tutorials. They may have difficulty organising their course material and focusing on the topic under discussion. They may struggle to complete assignments within the given time period and may make constant requests for extensions. Students may also appear overly anxious about the requirements of the course yet fail to complete the assignments.

If you have a student who may benefit from our assistance, we recommend that you meet first with him or her privately to discuss your concerns and to subsequently ask for permission to send on his/her details. Alternatively, you could suggest that the student visit us independently.

This is the first of a series of articles designed to inform and assist staff dealing with students with "invisible" disabilities. Our next article will address the difficult task of approaching students with possible learning disabilities and will provide some tips for meeting with these students.

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Our Programme also works closely with other relevant University Support Services.

Disability Services supports students with Specific Learning Disabilities in a number of ways. For example they can:

- *arrange for note-takers in lectures,*
- *re-format print material (using the Alternative Print Service) to ensure accessibility,*
- *provide access to and instruction on the use of specialist technology such as Dragon Naturally Speaking,*
- *assist with arrangements for test and exam accommodations.*

Both Disability Services and Student Counselling Services also provide specialist support for students with Mental Health Disabilities:

Disability Services provides Mental Health Coordinators, who work with students on an ongoing basis to help them manage their academic life.

Student Counselling offers a fixed number of intensive counselling sessions.

Disability Services Ext. 82936
www.disability@auckland.ac.nz

Student Counselling Ext. 87681

Making Geological Connections - A New Zealand Perspective

Students often have difficulty comprehending the vast time periods involved in geological developments and how events and places fit within them. Geology's Dr Julie Rowland (JR) was keen to develop a digital resource to help them. For some years she has coordinated Geology 205, "New Zealand: Half a Billion Years on the Edge", which aims to give students an understanding of the story of New Zealand's development. From 2008, the paper is also on offer for general education. Liz Ramsay, WenChen Hol and Tony Chung from CAD's eLearning Design and Development Group (eLDD) have worked with her on a project where an interactive timeline and map acts as a gateway to information about significant events in New Zealand's geological history.

The timeline includes the periods matching the course's themes as well as the standard periods we all know. JR says the time demarcations of the themes represent stages of New Zealand's geological activity more accurately. At first the student sees the timeline and a blank map with different coloured "nodes", representing places where deep history is interpreted through fossilised flora and fauna and where geological research reveals information about the ancient history of the area.

Students can mouse-over the nodes to see the relationship between the geological area, the period as displayed on the timeline, and what was happening at that time. If they click on a period in the timeline, all the relevant nodes are highlighted. This gives them the opportunity to contextualise events and biota in time and place and build up an understanding of how they interrelate.

The resource is linked to topics and target questions through the Cecil Learning Management System. Students used the three completed nodes for revision and gave really positive feedback, especially about the value of the interactive timeline and map and the coherence of the information and illustrations.

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- "I like the glossary... It's easy to use. Map at beginning is awesome." "Was colourful - so encouraged me to learn."
 - "With the notes annotating a map, it was useful to visualise where different things happened and when - made it easier to understand seeing it visually."
 - "It's good to see the timeline lighting up when I pass a node. It helps to put the "big" picture together."
-

Their only negative feedback was that the resource was incomplete but sabbaticals and workload meant that developing this resource was always seen as an ongoing affair.

The resource has been designed in CourseBuilder so that the academics can input the material themselves and Drs Kathy Campbell and Barry O'Connor are currently populating the nodes.

Developing your own illustrations or finding pictures whose copyright allows you to reproduce them is always one of the hardest challenges of a resource like this. CAD's Brian Donovan is photographing fossils from the department's fossil collection for the website.



Moa bone from the Geology Department's Fossil Collection

You can see the resource for yourself on eLDD's showcase at: www.cad.auckland.ac.nz/eldd_showcase

If you teach a subject involving similar time periods, contact Liz Ramsay (e.ramsay@auckland.ac.nz or ext. 88918) to discuss adapting the resource to your needs.

CourseBuilder

eLDDG is currently using CourseBuilder to develop new web-based courses. CourseBuilder is already used by some academics to edit course websites developed with CAD.

CourseBuilder is a WYSIWYG (what you see is what you get). Wen Chen Hol's software design is centred on templates from online resources and courses developed by CAD's learning designers and academics from a range of disciplines. The template approach enables those designs to be reused. CourseBuilder provides powerful tools for a number of specialised purposes (eg inserting mathematical formulae and interactive media) and general purpose text, media, case studies, reflections, tasks, and quizzes ... the list goes on.

If this sounds like something you'd like to explore, in the first instance, contact Liz Ramsay (e.ramsay@auckland.ac.nz or ext. 88918) to discuss your requirements.

CourseBuilder is an open source development and people of a technical persuasion, are invited to try it in the "CourseBuilder Sandbox" at <http://www.cad.auckland.ac.nz/coursebuilder/sandbox>. The Sandbox clock (under the logo) resets itself every three hours but you can save your work by publishing to a zip file.

We are currently working on 'CourseBuilder Lite' which will provide some simple templates for the less technical person.

Then and Now

Photographs of the University of Auckland Campus, 1964 - 2007

Long-vanished streets and buildings in and around the University campus can be seen in photographs taken during the 1960s and '70s by the then Audio Visual Centre photographer Anton Estie (pictured at right). His original negatives, part of an extensive series documenting then-existing and new building work, are preserved at the CAD photographic section. A selection of them, scanned and paired with recent pictures from the same viewpoints by CAD photographer Brian Donovan, can be viewed (as a series of cross-fading image sequences) at: <http://cad.auckland.ac.nz/index.php?p=nowandthen>



Anton Estie

Three typical pairings are reproduced below.



From roof of Alfred Nathan House, looking east, 1967 - 2007



Princes Street with police building on corner of O'Rorke Street (which ran between Princes and Symonds Streets) 1967 - 2007



View from Chemistry Building looking north-east, 1968 - 2007



Teaching & Learning Unbound: Considering Internationalisation

'Internationalisation' haunts not only the dreams of universities but also discussions in the higher education press, exchanges at conferences, and a growing research agenda. It is a remarkably slippery concept, however, especially in its implications for university curricula and classrooms. Last November, we spent a day grappling with what internationalisation might mean for teaching and learning at the University of Auckland. In the morning we explored the big picture of the University's aspirations for internationalisation and heard about some examples in practice. Interesting questions emerged. How do we embrace the knowledge, experience etc that international students bring? How can we engage in a 'rich exchange' with them that is also sensitive to boundaries? How do we treat 'visitors' differently from long-term students?

Interesting questions emerged. How do we embrace the knowledge, experience etc that international students bring? How can we engage in a 'rich exchange' with them that is also sensitive to boundaries?

Several colleagues contributed to our enquiry. Professor Gary Brierley from Geography, an enthusiastic proponent and practitioner of internationalisation, was part of a Heads Up Programme group (2005) that aimed to produce a working definition of internationalisation and to determine some strategic and practical implications for the University. (Email Barbara Grant bm.grant@auckland.ac.nz for the report.) Gary talked about the importance of taking a deliberate and planned approach towards this agenda and how our membership of international networks of universities (eg U21, APRU) is a valuable source of potential partnerships and exchanges. He noted the need for internationalisation to be well embedded and

coordinated in the institution rather than mainly ad hoc.

Andrew Barron from the 360° Auckland Abroad team, a section of Auckland International that deals with outbound and inbound student exchanges, talked about the importance of strengthening links with classrooms so that possibilities for "rich exchange" are more actively pursued. His input was supplemented by two recent outbound exchange students – Elisabeth Laird (Ancient History/Physics) who spent a semester at Nottingham University and Arden Cruickshank (Anthropology) who spent one at ANU. Both talked about the benefits and challenges of their experiences.

Dr Nataly Martini, Pharmacy, showed us her on-line course, Visualising Issues in Pharmacy. The course brings together pharmacy students and professionals from all over the world to explore critical health issues in Kenya (see aCADemix issue 2 page 3). In conjunction with graphic designers, the students plan health promotion materials for local use. Nataly's exciting course can be explored on <http://creativewaves.omnium.net.au/vip/base/>

The afternoon session drew participants' attention back to their own teaching to consider ways of working with international students in our classrooms. Adele Graham, who recently spent ten years working in higher education in Hong Kong, facilitated a workshop focusing on getting international students to interact with course content, teachers and fellow students. Key to fostering the 'active classroom' (or lecture theatre) is making clear our expectations that interactions will take place and providing structured, productive and enjoyable opportunities for them to occur. In so doing, we seed possibilities for that rich exchange which benefits both international and local students.

Sister Cities:



Josta visiting Li Ping in Guangzhou

Auckland and Guangzhou in China have been sister cities since 1989 and many people of the Guangdong province live in Auckland. Last September, Dr Josta van Rij-Heyligers from CAD's Student Learning Centre (SLC) visited the School of Foreign Studies at Guangzhou University to present workshops on academic writing and to strengthen research links with their academic staff. Josta has visited this School yearly since 2004 to conduct workshops and seminars for their postgraduate students and teaching staff. This year she will also spend part of her research leave there, working on collaborative projects related to English corpora, computer assisted language learning (CALL) and intercultural approaches to (language) teaching. These projects are collaborations with Associate-Professor Li Ping and Professor Isadora Jiang.

Currently, the SLC is hosting Li Ping as a visiting academic for a year. Li Ping is a recipient of a National Scholarship from the

China Scholarship Council. Since her arrival in October 2007, Li Ping has taken part in the activities in SLC, attended some of their workshops for postgraduate students and has also completed two research papers. She says she has greatly benefited from the rich resources of the university library. In the coming semester she plans to advance her knowledge in Corpus Linguistics and CALL, topics which are closely related to the research she is doing with Josta.



Welcome lunch with staff of the School of Foreign Studies: A/P Kunxue Xiao, Professor Isadora Jiang, Josta, Li Ping and Professor Judy Zhu

Collaboration Opportunity - Testing Learning in Science Labs

Dr Isabelle Girault comes to the eLearning Design and Development Group from the Université Joseph Fourier in Grenoble, France.

Isabelle's fields of interest are primarily in elearning, inquiry-based learning and laboratory work and she has carried out research and published on projects which integrate these interests. Her initial training was in Chemistry and Biochemistry and she is interested in the link between theory and practice, particularly in laboratory work.

Isabelle says that most of the time, students follow a 'recipe' in the laboratory. While this can be appropriate for learning practical skills relating to technical tasks, research shows that students aren't always aware of why they did what they did. She has worked on projects where the students are asked to think and write about experimental procedures by themselves. For example



the students might take a hypothesis within a big problem-based learning scenario and choose the procedure, including setting the task and parameters, to check that hypothesis.

This research is both shaped and supported by the design of an intelligent learning environment. The software is intended to assist the teacher as well as the learners in the experimental design procedure process. The research will include checking whether the students then have more understanding of the purpose of such procedures in relation to the larger problem and if they understand better the scientific concepts involved in the laboratory work.

Isabelle's research fits very well with the Evolutionary Bioinformatics project supported by eLDDG developing problem-based learning scenarios using real data. Isabelle is discussing potential involvement in this project and is also keen to meet and work with other academics in the University with similar interests.

You can contact her at: i.girault@auckland.ac.nz

Leading Academic Development

In early February, the University of Auckland hosted a group of 18 staff from eleven universities of the Kingdom of Saudi Arabia (KSA). The visitors all have current or future responsibilities for establishing or further developing academic development centres in KSA.

The two-week programme, Leading Academic Development, was organised through UniServices and designed by the Centre for Academic Development. Adele Graham, recently returned to

Auckland after working in educational development in Hong Kong for some years, co-ordinated the programme. Along with CAD and other University staff, she facilitated sessions which explored key areas within academic development.

The programme focussed primarily on different approaches and the importance of choosing an approach that is culturally appropriate. The interchange of ideas and practices was reported as being of value to participants and facilitators alike.



Saudi academics on the 'Leading Academic Development' course with Lorraine Stefani, Nissa Anderson and Adele Graham (far right)

eLearning New Projects Update

Following a call for submissions in 2007, CAD's eLDD Group accepted 17 proposals for new elearning projects. The team is working collaboratively with teaching and service departments on a range of large and small scale projects. In addition to these, we've accepted external contracts to develop Manu Ao, a virtual network infrastructure for Maori Academics, and to implement the national elearning guidelines within CAD's PG Cert in Academic Practice.

We are also collaborating in the development of support for effective use of the Cecil Learning Management System (LMS). Some projects with external collaborators prefer to use Moodle (an open source alternative) and the team can also support these initiatives. Academics in the team are engaged in various research studies of topical and emerging areas of elearning, and aim to encourage co-authored publication of impact evaluation studies arising from project work. The team has inevitably also tuned into the growing level of international interest in the use of virtual worlds, such as Second Life, for educational purposes. Ashwini Datt (Learning Designer) is exploring possible PhD topics in this rapidly developing area of innovation.

The core elearning projects involve a range of intriguing challenges, outlined as follows:

Bringing Antarctica to the Classroom - enriching and enhancing online learning with multimedia to promote greater student engagement with the content (School of Biological Sciences).

A Multi-disciplinary Online Resource for Food Process Engineering - to help address the needs of a diverse audience (Chemicals and Materials Engineering).

Dermatology Made Easy - further development of the "Red Rash Made Easy" website for use in continuing education for students and health care professionals. (General Practice & Primary Health Care).

Lab Demonstrators and Teaching Assistant Training - reusable resources for generic aspects of demonstrator training in different disciplines to supplement face to face training sessions (CAD/Biomedical, Science and Engineering Depts).

Exploring Ocean Biodiversity - an interactive, online, e-learning resource about mapping marine species data in space and time for an international research community (Leigh Marine Laboratory).

Evolutionary Bioinformatics - a set of self-directed, problem-based learning modules using real data and professional software to reflect authentic research activities (School of Biological Sciences).

He Taonga - A Wealth of Business Information Online - an innovative, interactive self-paced tutorial to develop, enhance and evaluate the information skills of business students (University Library).

3D Animation of the Human Kidney - a multimedia resource to create a coherent yet holistic view of the human kidney. It will enable the visual communication of complex physiology, anatomy, pharmacology and pathology concepts to complement traditional teaching (School of Pharmacy).

Flexible Learning in Materials Science - two interactive modules on Strengthening Mechanisms and Polymers following the format of resources already produced to allow students to manipulate materials in ways that would otherwise be impossible (Chemical and Materials Engineering).

My Paediatrics - a media-rich website organising new and existing resources to enhance learning and encourage interaction between undergraduate medical students (Paediatrics).

Pharmaceutical Regulatory Affairs - creating online teaching, research and training opportunities and systems to support regulatory compliance (School of Pharmacy).

Phonetic Transcription Skills - support for development of phonetic transcription skills for speech therapy using technology to provide anytime access to exercises to encourage daily practice and refinement of skills (Psychology).

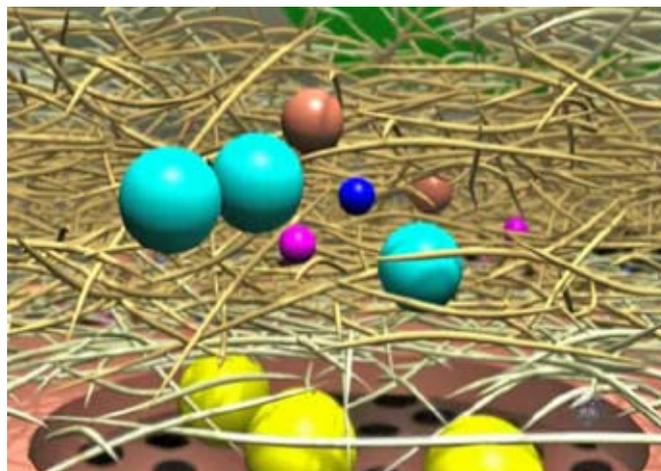
Physiology Virtual Resource Centre - an accessible online multimedia resource repository with a focus on an editable text environment where students can collaborate and add to a moderated knowledge base (Physiology).

Research Logs - fostering information literacy through the enhancement of an online research log used to evaluate students' competencies in documenting their research process and use of effective search techniques (Management and International Business in collaboration with the University Library).

Surgical Research Network - web-based resources and electronic collaboration tools to support national and international research collaboration between academics (Surgery /FMHS Learning Technology Unit).

The format for an eLearning Projects Showcase day sometime in the second semester is currently under discussion.

For further information on any of these projects, visit the eLearning section of our website at <http://www.cad.auckland.ac.nz/> To discuss common interests or options for collaborative elearning research or development work, contact Cathy Gunn (Group Leader) on ext 88354 or ca.gunn@auckland.ac.nz.



Filtration animation - Andrew Chung - Kidneys project

Teaching Showcase with a Difference

CAD's 2007 Teaching Showcase took a different format to previous years with a series of four themed events staged over two weeks in mid-November. A range of topical issues from internationalization to eLearning futures provided the focus for panel discussions, hands-on workshops and facilitator-led events. Key university staff members and leading practitioners from across the national context offered broad and different perspectives on the topics for discussion. The programme was slightly biased in favour of elearning themes, as the eLearning Design and Development Group (eLDDG) was responsible for planning the annual event, with help from Winnie O'Grady.

The Showcase started with two half-day events on the theme "Virtually There". FMHS Learning Technology Unit Director Ian Doherty and colleague Adam Blake provided a demonstration and hands-on session with online collaborative tools including blogs, wikis and social bookmarking. These tools have become popular social networking channels for students and staff alike, though questions about their educational potential remain.

Day Two featured a series of short presentations from University colleagues who have evidence that such educational potential exists and can be realized through the application of basic technology skills and creative educational design. Scott Diener (ITS) presented the virtual world of education that is developing so rapidly in the Second Life environment. Architects, designers, medics and historians rank among users of the environment. Development time and resources are now being invested in the creation of virtual environments that reflect all the nuances of real world scenarios that students can learn most effectively from, but are unlikely to experience during courses of study. Sue Tickner and Gaye Gallagher described their experience using wikis for discussion and collaborative assessment in the Bachelor of Education (Teaching) degree. Also from Education, John Roder presented his research-based experience in the area of Personal

Learning Environments. Matiu Ratima (APG) shared the story of Manu Ao, the locally hosted Māori Academic Virtual Network (see page 13). The final slot in the session featured Mobile Surgical Services and various online initiatives at the School of Nursing presented by Michelle Honey and colleagues. Michelle's recently awarded PhD involved a study of various flexible and online learning initiatives in the School. A growing body of evidence demonstrates the high return on investment achieved through applications of technology-enhanced pedagogy in this and other disciplines.

Other technology-focused events offered a 360° degree review of ePortfolios – from developer, researcher and user perspectives – and a glimpse of an elearning future where Networked Learning Management Systems and Open Educational Resources provide the basis for collaboration and resource sharing across the tertiary sector. Guest speaker Richard Wyles engaged in a lively discussion with fellow panellists Lorraine Stefani, (CAD Director), Philppa Gerbic (Academic Group Leader for the Bachelor of Business at Auckland University of Technology), Mark Nichols, (Mahara Open Source ePortfolio Project Steering Committee member and eLearning Advisor to the Bible College of New Zealand) and Scott Diener (Cecil ePortfolio Developer and Director of Enterprise Systems). Richard, who is Co-founder and Director of Flexible Learning Network, Steering Committee member for Mahara Open Source ePortfolio Project and founder of EduForge virtual collaborative learning environment, brought a refreshingly different perspective to the discussion of elearning issues as an advocate for the open source community and the open access educational resources network. While this may be philosophically different to our own institutional approach to elearning, audience participation in the ensuing discussion suggested that the invitation to engage in the current sector-wide debate about the merits of different approaches was welcome.

Academic Careers Day

The University of Auckland wants to double its doctoral completion rate to 500 annually by 2012, but where will all these new doctors find their futures? For those interested in an academic career, Jane Bradley (the Postgraduate Advisor) in collaboration with CAD staff Drs Ian Brailsford, Susan Carter and Frances Kelly organised an Academic Careers Day in November for postgraduate students. They convened several panels of staff. One panel discussed the realities of early career placement; another suggested ways to develop a strong research portfolio and a third, chaired by Professor Raewyn Dalziel, gave advice on the academic interview process. A professorial panel described "life as a professor," listing enthusiasm, organisation and determination to get things done as necessary qualities. They identified flexibility, travel opportunity, interest and the satisfaction of making a difference as rewards. They admitted to some sacrifice of life balance and one bemoaned the accounting that is increasingly and frustratingly time-consuming. Overall this panel presented a good advertisement for the academic profession. Professor Gregor Coster opened the day, and the VC, Professor Stuart McCutcheon, closed. Both welcomed students to

academia as a viable place to work. Student feedback was positive, so thanks to those who contributed their time and experience to giving a realistic view of academic practice.



Fran Kelly, Ian Brailsford and Susan Carter

CAD Awards

Poetry off the Page

Helen Sword (CAD) and Michele Leggott (English) have been named as co-recipients of a 2007 University of Auckland Teaching Excellence Award for Innovation in Teaching. Their winning portfolio focused on their collaborative



Helen Sword and Michele Leggott

development and teaching of English 347 Poetry off the Page, an undergraduate literature course in which students read, perform, chalk, touch, record, hear, analyse, digitise, animate and otherwise engage with a wide range of poetic and critical texts, experiencing firsthand the complex interactions of material and digital artistic expression. (See *aCADemix* 1, Feb. 2007). The award will be presented at the May 2008 Arts Graduation Ceremony, at which Michele, recently named as New Zealand Poet Laureate, will also deliver the graduation address.

Photo: Timothy Page

Referen©ite

Jenny Marshall and Emmanuel Manalo were recently awarded the Outstanding Academic Integrity Resource award for the Student Learning Centre's referencing website. Referen©ite is an online academic



Emmanuel Manalo and Jenny Marshall with their award

referencing resource that is freely accessible 24/7 by anyone around the world with internet access. The award was presented at the 3rd Asia Pacific Conference on Academic Integrity, which was held at the University of South Australia in Adelaide on 6th and 7th of December. The reviewers were impressed by the overall concept as well as various innovative design features of the website. Jenny and Emmanuel were invited to give a plenary demonstration of the resource on the second day of the conference, which was very well received and applauded by delegates.

Visit Referen©ite at: www.cite.auckland.ac.nz

Te Punga



The 3M Award for Innovation in Libraries, hosted by the Library and Information Association of New Zealand Aotearoa (LIANZA), recognises excellence and innovation in library services. The University of Auckland Library's Te Punga (a highly visual, content-rich, interactive tutorial built around the University Library's Voyager catalogue) achieved runner-up status in September 2007. Liz Wilkinson and Hester Mountifield (Library), Brent Simpson, Fiona Spence and Cathy Kell (former CAD staff) and Craig Housley (CAD) developed the resource.

Try it out for yourself at <http://www.library.auckland.ac.nz/voyagertutorial>

Best Poster at VSMM07

In September 2007, CAD photographer Brian Donovan won Best Poster Award for a poster presentation at the 13th International Conference on Virtual Systems and Multimedia (VSMM07) held at Brisbane. The presentation ("Exceptional Access: Re-Presenting Ancient Selinus Virtually") was on one aspect (digital interactive photography of artefacts) of the research project "Selinus Observed", a collaboration with Michael Milojevic, lecturer at the School of Architecture, previously reported on in *aCADemix* (see "The Sicilian Connection" Issue 1, February 2007).



Virtual Museum

Conferences

ATLAANZ

The 2007 ATLAANZ (Association of Tertiary Learning Advisors of Aotearoa/New Zealand) Conference was held at the Auckland University of Technology, in association with the University of Auckland. The theme, *Walking a Tightrope – The Balancing Act of Learning Advising*, reflects the tensions but also the dynamism and vitality of the work of units like our Student Learning Centre.

CAD staff organised a day before the conference. Julie Bartlett-Trafford provided an introductory warm-up that gathered views on what learning advisors do and a later session discussing collaborative possibilities and potentials. Jenny Buxton showed the sleight of hand whereby our Punctuation Festivals introduce grammar appropriately and memorably. Mona O’Shea looked at best practice in support of Maori and Pasifika students, and Emmanuel Manalo led a managers’ forum. Josta van Rij-Heyligers showed her “style, structure and genre” approach to teaching academic writing to ESOL students. Barbara Grant from CAD’s Academic Practice Group chaired a panel looking at what a curriculum for a tertiary learning advisor credential might look like. Over-all the conference and the workshop day before it provided a good focus on issues of teaching and learning and an opportunity to collaborate with colleagues in sessions that were often interactive and discursive.

CAD papers presented at the conference:

Barry White: *Teaching Postgraduate Researchers: the Concept ‘Mixed’ in the Context of Methodology, Methods, and Disciplines*, a precursor of a book on the construction of new knowledge in the thesis.

Susan Carter: *Learning Advisors: Walking the tightrope between angst and ecstasy*. Susan gathered ideas from the audience toward mapping learning advisor identity and professionalism.

David Pang: *New Zealand Universities Go Global: Making connection between academic learning advising and international education*. An analysis emphasising the need for learning advisors to proactively help international students in NZ campuses.

Emmanuel Manalo: *Balancing Our Roles in Teaching and Research*. A discussion on the balancing act of handling responsibilities to teach and to research, a topic perhaps even more contentious and problematic for learning advisor academics than for those embedded within departments and disciplines.

Jenny Marshall: *Teach Them and They Will Learn. The effect of genre-based instruction on the writing ability of the diverse students*. Based on her own work with genre-based teaching and learning, Jenny’s research shows that learning advisors can enable effective student learning of the appropriate rhetorical structure and content of academic essays.

ASCILITE

First and last for Ascilite 2007

The 24th annual conference of the Australasian Society for Computers in Learning in Tertiary Education (Ascilite) was hosted by Nanyang Technological University in Singapore. It was the first Ascilite meeting to be held beyond the shores of Australasia. It was also the last full meeting for CAD eLearning Group Leader Cathy Gunn in the role of Society President. Cathy will hand over the baton during the December 2008 conference after serving on the Executive for nine years. The University of Auckland will continue to be represented on the Executive Committee by newly elected member Iain Doherty, Director of the Learning Technology Unit at the Faculty of Medical and Health Sciences.

The relatively distant location in 2007 did not deter either regular delegates, who consider the event a highlight of the academic year, or newcomers, attracted by the well earned reputation for quality of both content and social networking around this annual showcase event.

The theme for December’s event, *ICT: Providing Choices for Learners and Learning*, attracted a total of 195 submissions with 10% of those accepted originating from New Zealand tertiary institutions. An acceptance rate of 82% for New Zealand submissions ranked third after North America and the UK. In all, 16 countries were represented at the event, which featured papers, poster presentations and symposia on a broad range of elearning research, development and practice topics.

Key themes of the event were mobile learning, virtual worlds, ICT environments to support cross institutional and international collaboration and the ever present focus on synergies between educational theory, learning design and practice, in this case, with the current generation of Web 2.0 tools. In keeping with the technology and choice themes, videos of keynotes, podcasts and photos from the event are available online at <http://www.ascilite.org.au/conferences/singapore07/>



Cathy Gunn (right) presenting an Ascilite award to Sue Bennett of Wollongong University

Women Writing Away: Ten years of writing together



Post-lunch writing workshop

Photo: Barbara Grant

A Spring Retreat in late 2007 marked the ten-year anniversary for Women Writing Away. For the past decade, academic women from all around the North Island have met twice a year in a rural location to live and write together for five days. Last spring, to mark our anniversary, we offered a longer option. Over the nine days of the Retreat, 19 women from across NZ and two from Australia gathered to celebrate the anniversary and to write journal articles, thesis or book chapters, or book proposals.

The Women Writing Away retreats are the fruit of an initial collaboration between Barbara Grant (CAD) and Susan Watson (then a doctoral student at Victoria University of Wellington). They met in a writing workshop that Barbara held at Vic in 1996. Susan found a venue close to her hometown: the gracious and welcoming Tauhara Retreat Centre perched on a headland above Lake Taupo. Barbara undertook the organisation and facilitation while, on that first occasion, Vic provided some financial sponsorship. The first retreat was held in the winter of 1997. In the closing meeting, the seven women participants suggested we repeat it the following year at the end of the two main teaching semesters.

Since then we've run retreats each winter and spring, with the number of participants increasing from that original seven to around 18 each time. Over 100 women have attended – from diverse disciplines, academic ranks, and tertiary institutions (mostly from NZ but also from Australia). While some women have attended only once, many have returned several times. This is what we had hoped at the outset – that the retreats would provide a forum for establishing enduring connections among women from different institutions and academic backgrounds. Over the years, the WWA retreat model has spread to other

countries. Several of our participants have facilitated retreats for tertiary institutions in NZ and overseas.

Those who attend the retreats over time report that the experience has made a significant difference to their writing lives. As a result, they feel more productive and find writing more pleasurable.

The usual retreat programme begins on a Sunday evening and closes at lunchtime the following Friday. The daily rhythm leaves the mornings free for writing, followed by an optional workshop on some aspect of writing after lunch, sometimes taken by Barbara but often by one of the participants. There is more time for writing in the afternoon. For an hour after dinner, everyone takes part in a work-in-progress meeting, where we sub-divide into groups of four or five and two women have 30 minutes each to present some aspect of their writing for discussion. There are also some standard writing exercises that we repeat again and again because they are so good. In one such activity, we break into groups of four to work over one paragraph of each person's writing to see how it can be improved. In another, we hold a competition for the most succinct and striking first sentence - no more than 23 words! Participating in this activity can lead to an award of the highly sought-after "Marianne Tremaine Certificate for the Best First Sentence", where two retreat participants become judges, pronounce winners and give feedback to the rest. (We are currently considering whether to include these sentences as peer-reviewed outputs in our PBRF evidence portfolios...)

"I expect that I will become more and more creative and productive as a writer in my 50s and beyond, instead of tapering off as I might well have done without Tauhara and my beautiful writing group. Academic life does not nurture us very well as women and as intellectuals and Tauhara is one of the remedies."

(Retreat participant, 2003)

We often get asked why the retreats are for women only. There are several answers. One is that the unequal position of academic women in the academic hierarchy necessitates forums to do the work that might make a difference. Another is that many women continue to carry the larger share of domestic work and so have particular need of time and space away. A more immediate reason is that the intimacy of the retreats, where we share writing rooms and sleeping spaces, is easier to maintain with a women-only environment. (You can write in your pyjamas if you wish). Ultimately, though, the retreats stay women-only because those committed to attend want them to. Having said that, we will share resources and facilitation skills with others who want to organise retreats for men and women. (Curiously, though, where retreats are open to both women and men, men don't take up the opportunity at anything like the rate that women do.)

Those who attend the retreats over time report that the

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Māori Academic Networks - MANU AO



Academics who work in the field of Māori or indigenous development often feel the effects of isolation more acutely than colleagues who work in subjects and disciplines that are longer established, better funded, and have superior structures of academic support and traditions of collegiality. This isolation is often due to the small numbers of colleagues combined with the diversity of interests within the field itself.

Te Kahui Amokura (a sub-committee convened by the New Zealand Vice-Chancellors Committee) has recently secured funding from the TEC to pilot a national networking programme for Māori Academics to help mitigate the effects of this isolation and improve the quality of scholarship (research and teaching) related to Māori and Indigenous development in New Zealand.

The pilot programme is called MANU AO – an acronym for Māori Academic Network Across Universities in Aotearoa. It consists of a number of initiatives all designed to increase collegiality, disseminate information, facilitate feedback, and improve practice.

MANU AO Lectures

Two senior Māori scholars delivered one lecture each in two localities.

Professor Mason Durie spoke to a gathering of Māori PhD students at the annual Ngā Pae o Te Maramatanga Doctoral

writing retreat at Hopuhopu. Sir Tipene O'Regan spoke in Christchurch as part of the First Nations' Futures Programme. For further details and full video clips of both presentations go to <http://manu-ao.ac.nz/index.php?p=lectures>.

Web Site

The MANU AO website has just been launched and is being linked to existing university websites. It will provide a forum for pānui (announcements), academic information, and Māori academic dialogue. Visit Manu Ao at: <http://manu-ao.ac.nz>

University Academic Forums

Support in growing a culture of Māori scholarship within participating institutions comes from regular forums. Each institution will have the opportunity to extend its own development programmes for Māori staff.

Focused Seminars

Two seminars focusing on the broad theme of Māori academic leadership will be organised over the next 12 months. Participating institutions will be asked to nominate suitable staff who might benefit from such a programme.

Weekly Seminars

Video broadcasting via the Access Grid has enabled weekly seminars to be delivered at all eight universities. Seminars are led by Māori academics and will cover multiple topics relevant to Māori and Indigenous development. To listen to past presentations, check out the Manu Ao website at the address given above.

If you want to participate in the network as either a presenter or an attendee please contact the University of Auckland MANU AO Coordinator Matiu Ratima at the CAD. m.ratima@auckland.ac.nz ext. 85367

Women Writing Away (contd from previous page)

experience has made a significant difference to their writing lives. As a result, they feel more productive and find writing more pleasurable. They have learned more about the craft of writing and take what they have learned back into their teaching, particularly with graduate students. Many have set up ongoing writing groups in their own cities or institutions, sometimes with fellow WWA women, but just as often with other academic colleagues. For many, the collegial and sustained nature of the professional development offered by the retreats is the most special thing:

[My experience of WWA is that] it is a process of gradual re-orientation and coming more and more to think of myself as a writer and to disinter some of my buried hopes for myself as a writer and to dream up new ones. ... I expect that I will become more and more creative and productive as a writer in my 50s and beyond, instead of tapering off as I might well have done without Tauhara and my beautiful writing group. Academic life does not nurture us very well as women and as intellectuals and Tauhara is one of the remedies.



Communal writing

Photo: Barbara Grant

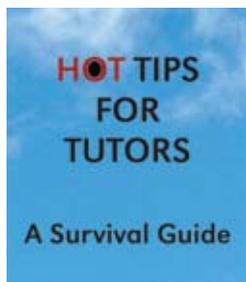
(Retreat participant, 2003)

If you're interested in finding out more about the retreats, contact Barbara Grant (bm.grant@auckland.ac.nz ext 88160). She can provide a retreat facilitation handbook.

Teaching Snippets

Hot Tips for Tutors

CAD, with former CPD staff member Ernie Barrington, has updated a tried and tested favourite, *Hot Tips for Tutors: A Survival Guide*. First published in 1996, the guide was the bible for a generation of new University of Auckland tutors entering the classroom for the first time. *Hot Tips* also found its way into other universities' tutoring resources, demonstrating the wide applicability of its practical teaching ideas.



"We did a thorough review of the third edition, published in 1998, and the word from tutors dotted around the University in mid-2007 was that the advice in the guide was still sound almost a decade after it was

last updated" notes CAD's tutor training coordinator Ian Brailsford. "It seemed daft to start from scratch with a new publication, so we contracted Ernie to revise his original and to complete research on possible updates. One of the strengths of the earlier version was its length - detailed enough to cover most aspects of tutoring and small-group teaching but not so long as to be off-putting for time-strapped tutors. We've added two new sections that reflect the changing role of the tutor, one providing advice on handling email from students (something that was in its infancy in the mid 1990s) and another detailing the responsibilities of tutors who also act as mentors to undergraduate students."

The design - the brainchild of CAD's new admin assistant Tess Sillifant - has a contemporary feel to it but the contents within reinforce the old cliché: if it ain't broke, don't fix it.

Copies of the new *Hot Tips* are available from CAD reception and a PDF version is available on our website at:

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

Lecture Theatre Etiquette

Dr Kim Dirks, Senior Lecturer (Population Health) and a University of Auckland Teaching Award Excellence recipient, offers some timely advice on lecture theatre etiquette.

All teachers have experienced first hand the frustration of not being able to make a 'running start' with a class because of delays caused by the previous class's lack of appreciation of basic 'lecture theatre etiquette'.

The following tips should help enhance relationships with other lecturers.

- 1) Classes are meant to end at 5 minutes to the hour. 'Overtuning' cuts into important set-up time for the next person. Should you happen to run over time, encourage your students to leave promptly to allow the next group of students to enter and get settled. If you receive queries from students beyond the end of the lecture, you should really deal with them outside the classroom. At the very least, make sure you step aside from the lectern so that the new teacher can set up.
- 2) If you've used the lectern, log off but please DON'T turn off the projector or shutdown the computer. Fiddling around restarting computers and waiting what seems eons for projectors to warm up can compromise the 'running start' of the next lecture.
- 3) Leave all of the whiteboards and blackboards clear for the next person and remember to check that the theatre's whiteboard pens remain in the room.
- 4) If you notice a fault with the AV equipment, be sure to report it. All the lecture theatres have phones connected to the IT Help Desk. Problems can often be solved remotely or help will normally arrive in 10 minutes or less. If you don't need the equipment for your lecture, help can be arranged between lectures and it will be appreciated by those teaching in the room after you.

Help with Microsoft Vista and Office 2007

Microsoft's new system and Office software looks considerably different to previous versions and it might take some getting used to. It's already installed in the student labs and all new PCs come with it, so you may well find you need to upgrade to match. CAD is offering introductory workshops, that will make this move much easier.

As part of the University roll-out of the new software, the four introductory courses on Vista, and Microsoft Office 2007's Word, Excel and Powerpoint will be fully subsidised (free) to University of Auckland staff for a limited period. We also welcome enrolments from non-University staff but the normal workshop charges will apply for them.

The participant's manual may include additional Office 2007 concepts or reference material not taught in the actual course. You will be able to refamiliarise yourself with the basics in this new software, and learn additional methods and tips to do the things you do most.

NOTE: These are not upgrade courses; however, major differences between the versions may be pointed out during the session. Equivalent Office 2003 course notes are available on request to session participants.

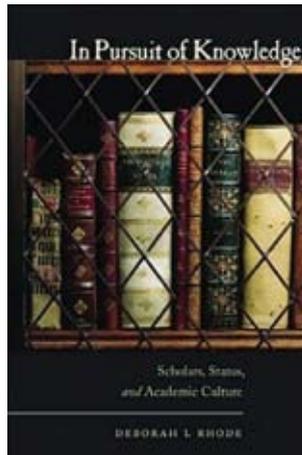
For more information, enrolments and timetable for this and other IT literacy courses, look under Courses and Workshops on www.cad.auckland.ac.nz.

Audience: Anyone using this software already or those contemplating moving to this software.

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

Book Review

Deborah L. Rhode (2006) *In Pursuit of Knowledge: Scholars, Status, and Academic Culture*, Palo Alto, Stanford University Press



One of the truisms of academic life is that it is a small world; not only are scholars divided by a few degrees of separation but they seem to have similar stories and anecdotes to tell about the behaviours of their students, administrative snarl-ups at their institutions and research-funding woes when they sip morning tea at academic conferences. When the wine is poured at conference dinnertime, the 'who-is-in, who-is-out' gossip can morph into philosophical 'what's it all about?' conversations about the purpose of the university itself.

Historically we have tended to look to North America as a greener academic pasture. Deborah L. Rhode's *In Pursuit of Knowledge* provides us with an insider's account of the state of the American academy, giving us the chance to compare our lot here with the world's academic heartland.

Rhode – a prominent law professor at Stanford University – opens her account acknowledging that American universities and colleges are in rude health: the US has the top research institutions, tens of millions of Americans now have access to higher education and the universities are the most trusted of the nation's institutions after the military. However, from the inside looking out, Rhode is less sanguine. The financial success and resulting status of leading institutions is undermining some of the collegial values underpinning the idea of a university (to borrow Cardinal Newman's famous book title from 1859). Rhode argues that too much niche scholarship avoids addressing the fundamental problems facing American society. Moreover, she thinks that increasing commercial pressures are bearing too much on the direction and outcomes of scientific research. Finally, Rhode believes there is a 'dirty little secret' amongst academics relating to questionable ethical standards in certain aspects of research and publication that needs airing in public.

Her analysis of the state of university teaching urges American academics to think critically about how they teach, especially as they expect their students to think critically about what they are studying. Teaching and research should inform each other and academics should not, in her view, treat undergraduate teaching as the poor relation of research. Two chapters – administration/service and the public intellectual – fall under the umbrella of academic citizenship and, while the American context shapes her recommended reforms, the examples she cites (such as the conscientious 'worker-bee' academic committee toilers shouldering the burden for others) have resonances here too. Her writing on the need of academics to engage with the wider American public as public intellectuals has a strong American flavour given its constitutional protection of free speech. However, Rhode's two main points – that the ideal of the out-spoken public intellectual has been historically more in the breach than the observance and that speaking out requires an adherence to 'reason, fairness, and accuracy' (p.136) – are worth reiterating beyond America's shores.

Rhode practises what she preaches. She set out to write a book that would appeal to the general reader as well as her colleagues in higher education. She speaks out and calls for reform of higher education because she cares passionately about the future of the university. Rhode cleverly embellishes her account of the American academy with choice quotes from the vast literature (fiction and satire) detailing the foibles of university life that have entered popular culture; so while she has serious points to make, she is able to draw out a knowing smile from her reader too.

Ian Brailsford

Publications

Carter, S. (2007). Reflections on best practice: A kiwi perspective on 'new dimensions for doctoral programmes in Europe'. (pp. 21-34)

Trembath, V. M. (2007). Professionalism: An anchor to the past or a way to the future? (pp. 64-71)

Manalo, E. (2007). How learning advisors promote significant learning. (pp. 81-89)

All in: C. Fraser, & L. Ayo (Eds.), *Anchoring our practice: Perspectives, partnerships, projections*. Auckland: ATLAANZ. This book comprises the refereed proceedings of the ATLAANZ conference in Tauranga in November 2006. Three of the 11 papers published were written by SLC staff.

Ratima, M., & Grant, B. (2007). Thinking about difference across and within mentoring. *MAI Review*, 3, peer reviewed commentary 1 on target article. <http://www.review.mai.ac.nz>

James, B. & Ramsay E. (2007). A CD-ROM Based Teaching Resource in Support of a Foundation Materials Science Course. The *Journal of Materials Education*, Vol 29, Nos. 3-4. Some of the developments in this paper can be seen at: www.cad.auckland.ac.nz/elearning_showcase

Sword, H. (2007). The poetics of teaching. *Teaching in Higher Education* 12.4, 539-41. On 'signature pedagogies', active learning and the role of the arts in higher education.

Sword, H. and Leggott, M (2007). Backwards into the future: seven principles for teaching the Ne(x)t Generation. *Innovate: Journal of Online Education* (June/July). Using examples from a Stage 3 English course at UoA, the authors outline seven key strategies for developing the skills, aptitudes and abilities to meet the challenges of the future without losing sight of the past. <http://www.innovateonline.info/index.php?view=article&id=389&id=389>

van Rij-Heyligers, J. (2007). To weep perilously or W.EAP critically: The case for a corpus-based critical EAP. In E. Hildalgo, L. Querada, and J. Santana (Eds.), *Corpora in the foreign language classroom* (pp. 105-118). Amsterdam/New York: Rodopi.

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

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New Staff



Claire Donald has joined the eLDDG as a part-time lecturer and learning designer. Previously she worked as a learning designer and lecturer in the tertiary education and corporate sectors. She will be involved in research and development on elearning projects that have a science focus, as well as supervision and occasional teaching with the APG. She has a PhD in Science Education from the University of the Witwatersrand, Johannesburg.



Amit Bansal took up the position of CAD IT Manager in January 2008. Before joining the University, Amit was working as the IT Manager for South Pacific Pictures. He brings along more than eight years of expertise in the field of Information Technology. Amit is currently working towards his Post-graduate Diploma in Management & Information Systems.



Karen Li joined the SLC, CAD in 2008. Prior to that, Karen had tutored/ lectured in the Computer Science department for many years. Karen gained her BSc (first class honours) degree from the university of Auckland and is approaching a PhD degree in Computer Science. Karen facilitates computer skills development workshops for both undergraduate and postgraduate students. She also develops online resources for learning support.