

aCADemix

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Magazine of the Centre for Academic Development



TEACHING & LEARNING: Innovations & Research at the Teaching & Learning Showcase

ENGLISH LANGUAGE LEARNING ONLINE

PHOTOGRAPHIC ARCHIVE

DECISION TREE

WORKSHOPS

Centre for Academic Development
www.cad.auckland.ac.nz



For this issue, Lorraine Stefani (Director, CAD) has passed this column over to me as Editor of aCADemix.

I am grateful for the opportunity to thank all those, especially beyond CAD, who contribute to aCADemix through their willingness to answer questions, check copy and/or contribute entire articles. There is always a lot of to-ing and fro-ing in the process. Space can be a rigid dictator in print publications and people give generously of their time to ensure that the scrunching and honing doesn't compromise the material.

In this issue, we feature several presentations from last year's Teaching & Learning Showcase. It is always difficult to find a date and time that suits everyone, so we hope to give those who didn't make it a taste of the event. Of course we can't replicate the networking, collegiality and boost to your enthusiasm, but we hope to pique your interest.

ELSAC Online (p.11) is a major advance in the way our staff and students can access support in English Language. It provides an online avenue to resources developed both externally and in-house. CAD's CourseBuilder software - mentioned in many articles - enables ELSAC staff to develop resources tailored to our University's needs, and to customise them for specific disciplines. One such project gave rise to CAD's Decision Tree software which has been further developed for the Virtual Paediatrics Patients (p. 7).

In this issue (pp. 9-10), we feature courses and workshops but when it comes to providing detailed and up-to-date information, it's hard to beat the web. So if you want to keep abreast of what's on, visit the URLs provided.

If you're wondering about the black-and-white cover, all is explained on the centrefold pages . . . and don't miss the anecdote from those days (opposite).

Liz Ramsay
Editor

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2010 Teaching & Learning Showcase

There was laughter as well as inspiration at 2010's Teaching & Learning Showcase with lots of great ideas presented in a relaxed collegial atmosphere.

It has become a tradition for colleagues who have won recent Teaching Excellence awards to give keynote addresses at the Showcase. Professor John Windsor (HOD, Surgery) won the Innovation in Teaching award for research supervision. His strategies have led to an impressive growth in PhD numbers and his Department is arguably the leading site for surgical research in Australia and NZ. Strategies include establishing the Surgical Research Network, embedding a dual supervision model (clinician and scientist) and actively promoting academic surgery at every opportunity. John has also been innovative in applying virtual-reality simulation to surgical training (www.simtics.com) and this was the focus of his inspirational keynote address.

The other keynotes and a small sample of presentations are covered later in this issue. Sadly we don't have room for nearly enough of them.

The plenary debate reflected a common theme: the need to adapt to changes in educational thought and global trends. Professor Bill Barton challenged assumptions and conventions in university

teaching, particularly regarding assessment and lectures. This stimulating debate was robust and at times hilarious.

Presentations covered innovations and research on a wide range of topics from a variety of faculties, such as:

- Professional development and assessment for teaching and learning (Medical & Health Sciences (FMHS), Science)
- English Language support (Arts, Business)
- Developing media both as a resource (FMHS) and as a student task (Business, National Institute of Creative Arts & Industries (NICAI))
- Developing reflective practice among undergraduates (FMHS)
- Developing research skills in honours students (CAD, Arts)
- Providing for especially gifted and talented undergraduates (Education)
- Writing Technologies (Arts)
- Assessment (Science, Engineering)
- Addressing ways of learning - a recurring theme (Business, NICAI)



The panel for Day One's closing plenary debate. L-R: Professor Bill Barton (Mathematics), Professor James Sneyd (HOD Mathematics), Professor Andrew Pullan (Engineering Science), Professor Gill Dobbie (Computer Science).

Cover Photo

(From the Archive. See pp. 8-9)

This photo from the 1960s shows Associate Professor Mervyn Rosser delivering a lecture in what was known as "Albert Hall", the upper half of a large Nissen hut which was used for all the larger lectures in Engineering at Ardmore. Mervyn says: "The room could be stifling in summer and freezing in winter. The actual lecture would have been in a course we labelled Engineering Maths IV." Mervyn remembers one anecdote from that time. One day a lecturer in Mechanical Engineering realised rather late that he should have been teaching, and dashed across to Albert Hall about 25 minutes after the hour. All that remained when he arrived was a notice on the board: "A lecturer who is more than a quarter of an hour late is in a class of his own."

Whether 'tis nobler to teach or to lecture?

In the Teaching & Learning Showcase's closing keynote, Associate Professor Niki Harré (Psychology, Faculty of Science), winner of the 2010 Sustained Excellence in Teaching Award, spoke about the difference between good teaching and good lecturing. A report of her address follows.

Good lecturers inspire. To do this, you need two essential qualities: a willingness to reveal yourself and an ability to reveal your subject. Revealing yourself is the x factor you add to the material. So what makes the x factor work?

Enthusiasm is one key. You need to show that you love what you're teaching. When immersing yourself in lecture material, try to remember what first fascinated you and helped hook you into the subject. If you are in a position to choose your topics, let your own enthusiasms affect your choice and, conversely, if you're tired of a topic, consider changing it. If it doesn't excite you any more it is unlikely to excite your students.

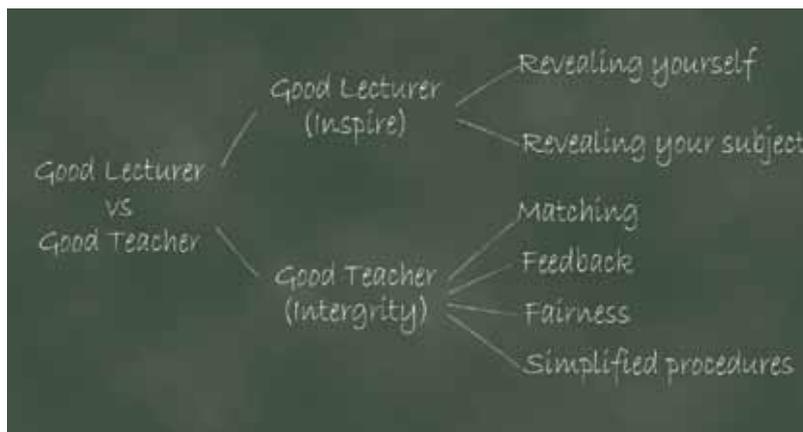
You also need to be warm, to give of yourself. Just smiling can convey this. Remember the old saying: "Students don't care what you know until they know that you care." It's hard to convey caring to each individual student with large classes but if you ooze warmth and openness this is picked up by students as indicating they are worthy of your attention and you care.

A personal signature can add to the x factor. Inspired by a presenter (signature: jandals) at a previous showcase, Niki has adopted one. She chose music as her personal signature. She tries to pick an appropriate piece to play as students enter the lecture theatre, and indicates its relevance during the lecture.

The primary consideration when revealing your subject must be clarity. If students can't understand you, they're not likely to learn. Niki says: "For me, clarity often depends on my level of understanding of an issue. If I know something's not my

forte, I stick to expert opinion. That works. It can get dangerous when I can elaborate a little on the text but haven't formulated my own conclusions. Talk your lectures over to yourself beforehand to test how well you understand your material and how clearly you can articulate it."

You need to structure your lecture so you



The structure for the keynote illustrates the way you can provide a framework to hang an address on.

are not teaching random pieces of information but something that makes sense as part of a whole. Revise it until you find it convincing. If it makes sense to you, it will make sense to your students.

Scholarship and knowledge move constantly from the abstract to the concrete. In lectures you move between theories or concepts and examples so that students understand how something works. Using your own research for examples can reveal both yourself and your subject.

Lecturing, however, is just a part of learning. Teaching is the whole package. Good teaching requires integrity. A good teacher pays attention to matching, providing an integrated package where a consistent thread connects teaching objectives, lectures, tutorials or laboratories, reading materials and assessment. Integrity also encourages you to value teaching in the face of the prevailing myth that the University's reward and evaluation procedures are weighted towards student evaluations, which in turn are weighted towards being a good lecturer. Think of ways to document and evaluate your broader teaching qualities and procedures. For example, you might ask a colleague to

"audit" your course documents and records of what you've done.

Feedback is a lynchpin of good teaching. Cross-cultural studies suggest that in the "real world" learning is often a process of watching, trying, and seeing if what you do "works" – and being told what you are doing wrong. In a more abstract world like ours, learning relies heavily on feedback from us, the experts.

Fairness is also key to good teaching. People are obsessed with fairness. Even little children rapidly come to understand and care about it. Violations of equity produce very strong emotions. One of the most common perceptions of inequity within courses arises

through the use of multiple tutors - a common occurrence with large classes. How do we ensure that our course is fair, and seen to be fair; that our tutors give quality feedback and mark consistently?

Remember you need to teach your tutors to teach. Pay attention to how they are marking and giving feedback and give *them* feedback. Develop relationships and expectations with your tutors so that adjustments are more easily made.

Organisation is pivotal to good teaching. Try to standardise and reduce administrative requirements. Do you really want your learning objectives to include things like memorising lecturers' preferences on referencing styles and mode of submission? Try to keep procedures as uniform as possible and be able to justify exceptions.

Good lecturing is all about you. It is about your personality, charisma, confidence, your knowledge of the subject and your lecturing "tricks". Good teaching is not so much about your performance on the day, but about the preparatory bigger picture work. It is all about your students. It is about bringing the best out in them, helping them work with the subject, test themselves out, develop and explore. Which do you think is the nobler?

Getting them off the beach: improving student retention and success

Margaret Henley, lecturer, Film Television & Media Studies (FTVMS) and winner of a national 2010 Tertiary Teaching Excellence Award for Sustained Excellence, opened the Teaching & Learning Showcase. Her keynote focused on initiatives arising from her research into aspects of transition and teaching and learning at undergraduate level. The shaping metaphor for her presentation, “Getting them off the beach”, links the first year of tertiary experience with the TV programme “Lost” where survivors have to find shelter and learn the rules of a potentially hostile environment.

Managing transition is pivotal to student success. Indeed, retention and supported transition for students are two of the University’s key objectives. 60 to 70% of respondents in Margaret’s research reported finding University different to what they had expected. Many felt overwhelmed - isolated in huge classes and lost after recently leaving home. Working in small groups and being part of Māori and Pasifika tutorials were two things they said helped them through the transition.

In response to this, Margaret introduced a First Year Experience programme where senior Film Television & Media Studies (FTVMS) students mentor Stage One FTVMS students. Building on this prototype, with the help of a VC’s Development Grant, the scheme was introduced into the Faculty of Arts (FoA) in 2010. It has been so successful that the Faculty is now offering it for all its Stage 1 students in 2011 and other faculties are also considering adopting the scheme. Margaret is also in discussion with Queensland University of Technology, where a similar initiative now covers the entire University with cost savings through retention paying for the programme.

In a survey at the end of Semester 1, 2010, nearly 90% of students thought the First Year Experience programme showed that the FoA cares about the welfare of new students. They enjoy having a mentor keeping in touch weekly and providing helpful tips as they prepare for exams.

Mentors also benefit from working within a structured programme. Team leaders receive leadership training as well as payment to manage groups of mentors and provide reports.

Margaret pointed out that as well as supporting the transition to a new environment, we need to support the transition between ways of learning.

While many tertiary teachers may feel suspicious of aspects of NCEA and think it fosters a minimalist approach to learning, we need to stop thinking of NCEA as a system that’s been foisted on secondary schools but has nothing to do with us. Rather, we should consider thinking about how the NCEA structures learning, so that we do things in a way that seems logical to students. Citing John Hattie’s research, she urged us to change the mindset that assessment is only about us, about how we think about what we’re teaching, what students are learning and how we want to assess. Instead, we need to engage more with providing timely feedback in the teaching and learning cycle.

Structures and support need to have a strong logical basis and dovetail with close analysis of the student body. Margaret says: “Students come to us with certain learning patterns and attitudes and if we start talking their language they respond.” She has begun to use some of the language of NCEA. However, she doesn’t only talk about “achieve” and “merit” – but also makes it clear that at University, you can fail.

Signposting more clearly the route the students’ learning takes has proved beneficial. Margaret has developed structured worksheets based on some of the assessment principles used in NCEA. She has found students responded well to explanations of how to organise their out-of-class time, how to do assignments, how tasks feed into each other, how to prepare for assignments and the ways they will be assessed. “We often assume students know these things”, says Margaret, “but I’ve found giving them a framework for their out of class study has allowed them to be much more successful.” When using their completed worksheets as exam revision, students



Margaret Henley and Lorraine Stefani share a laugh with the audience, during discussion following the keynote

realise how tasks integrate and move them towards thinking as practitioners and experts. She now gives worksheets to students from Stage 1 to Stage 3 and their evaluations show that students love them.

Another of Margaret’s schemes is the Fawkes Collective. The name is a reference to Fawkes, Dumbledore’s pet phoenix in the Harry Potter books. At re-admission, students who have failed spectacularly in the past are identified as very at-risk. The Fawkes project aims to help them rise from the ashes of academic failure. The students know they’ve got to work in a different way, but they often need help to achieve that change. At the beginning of semester, they meet with Margaret as a group and share their experiences. After that, she develops a “virtual relationship” with them by emailing the group weekly to touch base and give them the pattern for the coming academic week. All they have to do is reply. This gets them linked in and sometimes develops into a supportive one-on-one email relationship. Of the six “Fawkes” students in 2010, four are getting A passes and one of them has become a Fawkes mentor in 2011. The others couldn’t break that cycle and have failed.

Teaching and Learning by Design

Sean Sturm (Student Learning) provided this report.

In 2010's Teaching & Learning Showcase, Stephen Turner (English) and I talked about our experience of using a CourseBuilder site to teach English 364: Writing Technologies.

We aimed to enable students to intervene in their own writing process by exploring the writing technologies they use to produce their writing, in other words, to reflect on writing as design. Writing as design implies that the writer's choice of writing technology (pen, pc/portable/tablet, mobile device, etc.) determines what can be written in terms of form and content. But it also implies writing as designed: designed to affect its readers by certain means, in certain ways and to certain ends — in particular, in the academy, to give effect to certain institutional ends.

We used a blog and other web 2.0 components on our site to enable the class to work through the course content — in fact, to work it up together since we were hardly the experts — in a more netizen-friendly and networked way. This process was documented through coursework assessments that included writing in various media: a critical-creative assignment in any medium, blogging and an academic essay.

What Stephen and I learnt was that our students as (mostly) digital natives had a different sense of writing technologies and

WRITING TECH



the web 2.0 than us digital “settlers”: their sense was more sophisticated but perhaps less critical than ours (it's easier for us to break the technology, perhaps). We also learnt that it was just as easy for us as teachers to shut down learning as it ever was: if the first response to a blog thread was ours, that guaranteed silence — or, at the very least, anxiety.

The site will remain online as a record of the course and a public resource — go to <http://flexiblelearning.auckland.ac.nz/english364/6.html>

Hate marking? Get your students to do it!

It is no surprise that this catchy title attracted quite an audience at the Teaching & Learning Showcase. It relates to the peer marking in first year tutorials introduced by Drs Gerard Rowe and Chris Smail (Electrical and Computer Engineering). Their research on the outcomes shows a marked improvement in attendance, engagement with the material and understanding of what makes a good solution to an Engineering problem. Marks in exams and second year diagnostic tests have also risen.

Engaging a large number of students (600), who sometimes resent compulsory foundation papers, is a familiar challenge. Gerard and Chris already use online tools but how could they address poor attendance at the face-to-face tutorials that are an essential part of this course? They were keen to find an effective, simple and inexpensive method that made use of “good old-fashioned teaching skills”.

So two years ago they introduced peer assessment in tutorials. Lecturers set

assignments for peer marking every two weeks and students receive 1% of the course mark for each assignment. The mark is given for taking part in the process rather than for their answers but it is only awarded after tutors and teaching assistants (TAs) have checked that students have made a viable attempt at both a solution and a peer assessment that includes constructive feedback.

Chris and Gerard find the process works best when the questions inspire discussion and address key points. The students also find questions from past exams motivational. The most effective questions can highlight potential conceptual misunderstandings. Students are more willing to give feedback during the tutorials now they're not talking about their own work.

At the tutorial, answer sheets are swapped from one side of the room to the other. The academic displays the marking rubric and guides students through it, including instructions on what to do if the

answer is wrong but the working shows some merit or, conversely, if the answer is correct but there's insufficient or no working. Tutors and TAs also get briefing documents. Students get their papers back after marking. They can analyse the marks against the rubric before the papers are collected for checking by the tutors and TAs. During the 20 minutes the whole process takes, the tutor encourages group discussion and misconceptions are often highlighted and resolved. Gerard and Chris are most gratified by the improvement in tutorial attendance, with nearly 100% turnout when there's peer marking and improved attendance at the tutorial where students get their papers back. The deeper understanding the students are exhibiting is a major bonus.

A paper entitled *Improving student learning through peer marking in a first-year engineering course* will provide more details. It is due for publication on the Australasian Association for Engineering Education website at <http://www.aeee.com.au/>

Replicating the decision process: a case study

CAD's Decision Tree Editor was originally designed to enable students for an English enrichment website developed by ELSAC (see *aCADemix (5)*). It enabled students to learn the decision pathways needed to use articles correctly in sentences. Because of its potential value in learning, the decision tree was developed as a reusable tool. You can model any branching decision process so that students can interact with it, and get feedback on the pathways they choose. To add realism, the tool can incorporate audio, video and images at each decision node.

In a recent project, Electronic Virtual Paediatric Patients (evPaeds), Dr Ralph Pinnock (Department of Paediatrics) and Fiona Spence (freelance learning designer) worked with Tony Chung (CAD) to develop a set of case studies that include decision trees which enable students to work through a realistic diagnostic process. The aim is to help 5th year medical students develop clinical reasoning skills which are vital for arriving at a correct diagnosis. This happens when decisions are made based on information gathered from the patient history, examinations and investigations. Students need to learn to use that information to support or refute early diagnoses and to recognise signs that are key to a final diagnosis. The evPaeds are accessed via *myPaediatrics*, (see *aCADemix (5)*) a website that supports the students' learning during their six week study of Paediatrics. evPaeds cases appear in the relevant "presenting complaint" on the website so they are well integrated into the undergraduate paediatrics curriculum. One typical student comment shows their value: *"This is a great way of doing things!!! i love having tangible results to look at as I progress through a diagnostic process. I imagine this would be extremely helpful not only for paediatrics, but other fields. It is a good practical accompaniment to theoretical study- giving info much more relevance."*

Ralph and Fiona looked overseas at other "virtual patient" tools but decided CAD's decision tree replicated the decision making processes most realistically in a 2 dimensional environment. Ralph has presented evPaeds to some of the key "virtual patient" experts in the Northern hemisphere and they agree the tool

offers some unique features. Its forte is that it enables you to model both linear and branching decision pathways within one tree. Ralph says: *"Branching pathways can become too complex for students being exposed to clinical medicine for the first time. They can also provide clues as to the correct answer. Linear pathways provide no such clues. However, branching pathways are desirable when you need to make the learning on clinical reasoning more explicit. Most experts feel that enabling the learning of clinical reasoning is what virtual patients do best."*

"This is a great way of doing things!!! i love having tangible results to look at as I progress through a diagnostic process. I imagine this would be extremely helpful not only for paediatrics, but other fields. It is a good practical accompaniment to theoretical study- giving info much more relevance."

5th year undergraduate students already use evPaeds to practice their clinical skills. Pre-clinical students will also use it to get a context for learning the basic sciences. To match the ability level of the target student group, the evPaeds trees are mostly linear but include branching points where students have to make realistic decisions –always referring back to a common teaching point.

At the branching points students are asked to pause and think about their own unprompted course of action. An online notebook enables them to compare their responses with expert opinion at each decision point and this encourages self-assessment. Fiona says: *"evPaeds enables students to get immediate feedback on choices they make. We have been able to include real data like patient history, examination notes, lab results and x-ray images so the process closely simulates clinical practice."* Student feedback echoes this, with one student commenting: *"It's consolidating the idea of findings and investigations and the process. It's almost like experiencing a patient for yourself."*

Fiona points out that the trees are simple – low fidelity – which makes them easy to access and use without losing effectiveness. They can be used in independent study but also work really well with small groups of students who discuss the case as they go or in a tutorial situation with a consultant clinician. Evaluations show they are very popular with the students and doctors who have used them so far.

For more information about the Decision Tree Editor please contact Tony Chung (ar.chung@auckland.ac.nz)

Academic writing for Māori

The successful writing retreats are continuing with the latest offering at Long Bay from 21-24 March 2011.

Fellowships (Scholarships)

Six individual three-day fellowships are available. Please contact Dr Robyn Manuel (APG, Ext. 85367) for more information.

Manu Āo

Weekly seminars

This year's seminars (every Wednesday from 12 noon to 1 pm) will begin on Wednesday 9 March, 2011.

View the seminars live from the video-conference/access grid location (shared with AUT) at 56 Wakefield St or from your PC during or any time after the screening.



Bringing the past to life

If you were a student at the University of Auckland in the early sixties this image would bear no surprises. University Hall in the Old Arts Building would have been your library. It is a far cry from the physical and online library of today.

The University Library and the Centre for Academic Development are collaborating on a project to digitise and make accessible the archive of the CAD Photography unit, which was previously the Photography unit of the Audio Visual Centre. The photos start in the 1960s, when “audio visual” at the University was a one-man band consisting of the University photographer, Anton Estie. His photographs from the 1960s provide a fascinating glimpse of the people and campus environment of the day and document the rapidly changing face of the University as houses – and even

entire city streets – disappeared to make way for new building programmes such as Engineering and Chemistry.

Funding from the Library has enabled the first stage of the project to be completed, with 80,000 film negatives scanned under the supervision of CAD’s Amit Bansal. Future stages (reliant on extra funding being obtained) will involve processing all the raw scans, adding descriptive metadata and making the images discoverable (with thumbnails and larger versions) via the Library’s Catalogue and digital asset management system, Digitool.

A small selection of the photographs are available for viewing and downloading from the Library’s History of the University of Auckland archive. It contains over 500 early images, from both the

current project and the Library’s Special Collections Department.

Processing of some raw scans has begun, with some optimisation to rectify damage to the negatives also being undertaken by CAD photographer, Brian Donovan.

Photographs are also commonly optimised for publication – in the days of negatives, this would have happened in a darkroom. During the project if you would like to use a particular image for publication, contact Brian (b.donovan@auckland.ac.nz). Unmodified TIF images are also available from John Laurie, Digital Initiatives Librarian (j.laurie@auckland.ac.nz)

You can find the Library’s Digital Collections at: <http://digitool.auckland.ac.nz/>





Doctoral Academic Career Module (DACM) launched

The doctoral academic career module will offer insight into what it means to be an academic and will advise students on how to work towards an academic career. Invited speakers will run twelve fortnightly 3-hour seminars over the course of the year. The seminars will emphasise leadership in academia, teaching in practice, research, and professionalism. There will be additional opportunities for networking and professional development throughout the year.

The Centre for Academic Development has developed the module in consultation with the School of Graduate Studies. This is the first programme of its kind offered in New Zealand. The pilot programme has been funded by the Vice-Chancellor's Strategic Development Fund 2010 for 20 current PhD students.

Dr Frances Kelly (Student Learning) and Dr Ian Brailsford (Academic Practice Group) are convening the programme which will be administrated by Narisa

Marrett (CAD).

The Vice-Chancellor Stuart McCutcheon recently launched the module at an Orientation Day at the Pullman Hotel. A panel of three new academics – Peter Skilling - AUT, Lucy Patston - University of Auckland and Alice Storey - University of New England (pictured) – shared their experiences and answered questions. Other interactive sessions were based around personal goals, teaching profiles and time management. The day closed with an address by the Dean of Graduate Studies, Caroline Daley. These student comments reflect the very positive feedback: *"I loved the interdisciplinary approach with different sized group discussions and time to network. It was great covering so many different aspects of an academic life – it provided motivation to pursue our dreams! Thanks*

for the wonderful day it was perfect"; "The new academic panel taught me things that I would never learn from colleagues or other sources".

Students selected to participate in the module for 2011 come from the Arts, Business, Education, Engineering and Science Faculties as well as the Faculty of Medical & Health Sciences and the National Institute of Creative Arts and Industries.



Evaluating the Effectiveness of Academic Development



A recent publication (see p. 15), *Evaluating the effectiveness of academic development: Principles and practice* (Routledge) edited by Professor Lorraine Stefani (Director, CAD) addresses the question: *How does the work of academic developers contribute to sustainable organisational change and development?*

Lorraine writes: Academic development centres emerged in the 1970s to encourage better academic practice and improved student outcomes, but it is still an area that lacks a common, easily understood definition. The absence of a long-established theoretical and professional base has encouraged variable interpretation of the concept, with institutions constructing their services in many different configurations. A lack of coherence in the understood purpose of "development" within institutions and uncertainty of direction within the community of developers are problematic. The lack of an agreed framework for evaluation of the impact, added value and effectiveness of academic development compounds these issues and is increasingly important now such evidence is a requirement in all areas of academic activity.

The global community of academic developers is well aware of the need to develop a culture of meaningful evaluation and effective evaluative tools. We feel a sense of urgency to share best practice to provide a basis for effective models and frameworks for evaluation of the impact of the work we do.

The case studies in her book all come from the University of Auckland, with seven drawn from current practice within CAD and the eighth coming from the former Director of the Staff and Organisational Development Unit.

The book has provoked considerable interest at global level with queries from universities in Saudi Arabia and China on where to buy the book in addition to healthy sales in New Zealand, Australia and the UK.

An excerpt from a review about to be published by the Staff and Educational Development Association (UK) by Dr Helen King, Head of Academic Development at the University of Bath states:

"The closing chapter of this section of the book is written by the editor who once more provides an excellent, future-facing summary to bookend the examples by other colleagues. Again she emphasises the role of academic development within the change agenda and the need for us to be 'responsive and adaptable to changing circumstances and learning environments'. Whilst an increasing emphasis on accountability may not feel all that welcome, in her final paragraph the editor make the important point that it is 'better that we develop our own evidence-based evaluation strategies than to have evaluative measures imposed upon us'.

Overall, this is a timely and insightful book, not just for colleagues interested in evaluating academic development but for anyone interested in better understanding this blossoming profession."

CAD expands to online English language enrichment

Students and staff wanting English language support for greater success in their academic study and work now have an online option. “Wow! Fantastic!” was the first student-user’s spontaneous response to the new service, ELSAC Online.

ELSAC Online is a powerful extension of ELSAC’s on campus hub at Level 1, Kate Edger Information Commons. The on campus hub provides a multitude of language learning resources, an English language advisory service and group learning opportunities, and its suite of new computers offers the latest technology for on campus study. The ELSAC staff, all qualified language educators, support these learning endeavours and engage in ongoing resource development.

ELSAC Online provides both information about all ELSAC’s English language resources and a flexible language acquisition space. The value of an online searchable resources database is already evident. While studying at home, one student who had never previously used ELSAC’s services was able to readily pinpoint a particular reference resource regarding a language item she needed to work on and then easily locate and subsequently use the resource at ELSAC when she was next on campus. A large number of commercially produced resources are similarly for use at the on campus hub, while books in ELSAC’s extensive collection of English readers can be borrowed for regular reading for pleasure. Other resources can be used immediately, online.

These online resources are English language learning modules, developed and produced in ELSAC specifically for the University of Auckland, using CAD’s versatile CourseBuilder software. “ELSAC GrammarSmart – For greater writing accuracy” comprises six interactive units highlighting some of the more common trouble-spots experienced by English as an additional language (EAL) users. This module proved very successful during 2010 among Faculty of Education students while ELSAC Online was under development, and is now available to all students and staff. “ELSAC Tech – English enrichment in technical contexts”, was originally designed as part of a language

enrichment programme for DELNA-identified Engineering students. ELSAC Online opens this module to anyone with access to the website and, with the addition of customised components to meet Faculty requirements, simplifies continuing delivery to Engineering students, allowing for an ongoing



sustainable collaboration. Three further modules are about to be released: “The ELSAC Writing lab – Academic essay writing”, “Reading for university” and “English Pronunciation”. Further language acquisition modules are under development, including “Vibrant Vocabulary – Enriching your word power”, “The Tube – English through film” and “The Bookshelf – English through reading”. The flexibility of ELSAC Online

and CourseBuilder offers ELSAC staff the opportunity to develop additional modules in response to the University community’s ongoing language needs, including those of the increasing number of general and academic EAL staff joining the university.

In addition to its resources database and in-house produced modules, ELSAC Online also provides links to quality external English language learning websites and fosters an English language enrichment community through Facebook.

Whether on or off-campus in New Zealand or based overseas, students and staff can now tap in to English language support on demand. Members of a group of teachers-in-training in South-East Asia are moving ahead with English language development before they arrive on campus in Auckland to continue their studies. This is only possible now that ELSAC is online and therefore always open for business.

Please explore ELSAC Online via ELSAC’s homepage through simple sign-on at www.elsac.auckland.ac.nz. Also visit ELSAC on campus, open Monday to Friday from 9 a.m. until 5 p.m. And if you are interested in collaborating to provide language support for your students or staff members, email elsac@auckland.ac.nz or call ext.: 82134.

The Making of ELSAC Online

ELSAC Online is the result of a joint ELSAC/eLearning Group project. The project team’s aim was to make the online context simple, clear and easy to use.

This was a new type of project for CAD. It was a steep learning curve analysing and deconstructing requirements so that the environment would meet learners’ needs. Craig Housley (CAD webmaster) played a pivotal role, providing programming and many elegant solutions to issues.

ELSAC staff can manage and edit ELSAC

Online, providing information that enables users to take various pathways to the resources they need. Users can navigate via skills and tools pages with introduction, basic strategies, resources for getting started and links to resources beyond ELSAC. They can search or browse all resources or limit their search by “language features”. They can also rate and bookmark resources and visit ELSAC on Facebook.

Consulting with students and stakeholders during development helped create an environment users say they love.

Seminars and Workshops



Academic Development courses

eLearning Professional Development

CAD's eLearning Group introduces a new series of themed workshops and lunchtime seminars. In some of these, colleagues from around the University will lead, contribute to or share their experiences. The themes are based on those currently being used in customisations of the Epigeum Project (now called Learning Technologies Online (LTO)). (See p. 14). Material in the LTO modules will be available for reference after workshops. For up-to-date details visit: www.cad.auckland.ac.nz/workshops

Class Action 2011: Academic Practice Workshops

This year, the Academic Practice Group's Class Action series will offer some old favourites and cover some new topics. There is a once only opportunity to attend a workshop where Dr Katarina Witte, (University of Umea, Sweden) will focus on the effects of an alternative language on students' learning experiences, the consequences for learning style and learning outcomes, and lecturers' concerns when working in a second language environment. Full details are on CAD's website: www.cad.auckland.ac.nz/workshops

A sample of elearning seminars and workshops on offer this year

Theme	Title	Type
Learning and teaching with technologies	<ul style="list-style-type: none"> Lecture recording Student engagement (Clickers) 	<ul style="list-style-type: none"> Seminar Seminar
Developing course content	<ul style="list-style-type: none"> Webquests for inquiry-based learning Designing courses with CourseBuilder Using CourseBuilder Decision Tree (see P.7 of this issue of aCademix) Media integration 	<ul style="list-style-type: none"> Workshop Workshop Seminar Seminar Seminar
Internet-based collaboration tools	<ul style="list-style-type: none"> The Read/Write Web (Web 2.0) Managing online presence Wikis for team tasks Using social networking (eg Facebook) in a course 	<ul style="list-style-type: none"> Workshop Seminar Seminar Seminar & Workshop
Course planning	<ul style="list-style-type: none"> Planning and designing for elearning Designing for engagement 	<ul style="list-style-type: none"> Workshop Seminar
eAssessment	<ul style="list-style-type: none"> UoA assessment tools 	<ul style="list-style-type: none"> Workshop & Seminar

Research Communications for Researchers

Research Communications for Researchers is a new programme being piloted in 2011. It is designed to enable participants to understand the structure of research support and management at the University and to acquire the skills to navigate through them and benefit from them. The programme comprises two related components: a one-day workshop called Introduction to Research at The University of Auckland and a series of 12 seminars entitled Research Essentials.

The one-day introductory workshop, held on 23 February, gave participants an overview of the University's research management structure and the chance to meet key support staff and build valuable networks.

However, if you missed that, all is not lost. Research Essentials begins in May. At the 12 seminars comprising this series participants will hear reflections from recognised researchers knowledgeable in particular areas, benefit from in-depth

discussion with others, and learn about research support available at the University.

For more information on the programme visit the staff Intranet: [Research > About Research at The University of Auckland > Research Communications for Researchers](#)

If you are interested in attending or if you have questions, please contact Mariana Suarez (m.suarez@auckland.ac.nz).



Student workshops

New programme for postgraduate students

In 2011 we at Centre for Academic Development: Student Learning have introduced Transition into Postgraduate Studies (TiPS) to specifically address the needs of students who are undertaking postgraduate taught courses. This initiative is the direct outcome of an internal review of Student Learning's activities, and highlights the significant contributions that our support makes to the successful transition of students into and through postgraduate studies.

The team of highly experienced senior tutors, led by Julie Bartlett-Trafford, provides workshops and individual tutoring on a range of learning and research skills relevant to final year undergraduate, summer scholarship, bachelors honours, graduate and postgraduate diploma, and masters by coursework students.

We promote inclusive education: all students are welcome and encouraged to participate in our workshops. Our team has senior tutors who specialise in working with Māori students, Pasifika students, students who have English as an additional language, and students with learning disabilities. We expect students to actively engage in our sessions and we seek to build on students' existing knowledge and skills developed during their undergraduate study or work experience.

Workshops are offered on writing, reading, seminar and poster presentations, research design, data analysis, examinations and other topics relevant to advanced coursework requirements. From 2011 our weekday workshops are free. Individual tutoring is also available on most topics. We are willing to run tailored workshops for specific student groups and staff or students can contact us to organise these.

To find out more about TiPs or the other services that we offer please visit www.slc.auckland.ac.nz. Julie Bartlett-Trafford can be reached on j.trafford@auckland.ac.nz or Ext. 82935.

A taster of TiPS offering

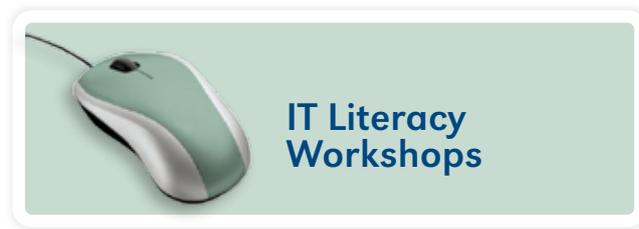
(Post)graduate expectations

Writing skills workshops

Concepts of research design: qualitative analysis

Using indigenous concepts

Seminar presentations



IT Literacy Workshops

Popular Workshops

Watch your professional development budget go further while you upskill in all the applications that keep you busy every day. Here are a few that might catch your fancy:

Basic Computer Skills (1-on-1)	Access	BB Flashback
Digital Still Photography	Dreamweaver	Excel
Flash	HTML	InDesign
Movie Maker	Outlook	Photoshop
PowerPoint	Project	Word

... for academics

Endnote (Bibliography)	TeXnIC Centre & LaTeX (Long documents, formulae)
SPSS (PASW) (Quantitative data analysis)	NVivo (Qualitative data analysis)

Adobe Products: New site licence

It's never been a better time to attend an Adobe workshop such as Photoshop, InDesign or Acrobat. The University has a new site license for Acrobat 9 Pro, InDesign, Illustrator, Photoshop Extended, Dreamweaver, Flash Pro, Flash Catalyst and Fireworks. So now you have free access to use these highly sought after applications, contact the ITS service desk to get them installed! Staff can also purchase a CD with all this software on it for \$50 from the KEIC Helpdesk for work at home purposes (available for PC or Mac). So what are you waiting for? Sign up for a workshop and upskill today!

Outlook Information Management

Most of us use Outlook on a daily basis to manage our emails, calendars, and contacts, but did you know you can send a group email with a voting mechanism imbedded, so your team can click a button to vote Yes/No or Approve/Reject, or that you can mark an email with a time and day to be reminded to follow it up? Attend an Outlook workshop this year to learn lots of tips and tricks that will save you loads of time and enrich your Outlook experience! It's worth the investment if you use it every day.

For more information and to subscribe to alerts on all future CAD workshops, visit: www.cad.auckland.ac.nz/workshops



Updates

HEART research project

What is the HEART Project?

The HEART (HEaring And Realising Teaching-voice) research project investigates the influence of teachers' beliefs (about teaching and learning) on their teaching practice. It aims to elicit the beliefs that underpin a course or learning design.

Why is the research relevant?

Digital technologies offer limitless opportunities for sharing and reusing lesson plans, learning objects and educational resources, but initiatives to further this fail to thrive. Our premise is that by promoting subjective awareness of teachers' beliefs about what constitutes "good teaching" and "effective learning" within professional communities of practice, we can support the design, review and reuse of learning designs more productively. One of the products of this research is the "HEART strategy", a support strategy for the design and review of online learning.

How does the HEART strategy work?

The HEART strategy uses online survey and visualisation tools to generate a model of a lecturer's course or learning design. It is suitable for individual teachers or groups of teaching teams. The visualisation attempts to make implicit aspects of the course design more explicit; to surface beliefs and philosophies about teaching and learning in relation to a specific discipline and course. The visualisation tools are still in development and in 2010 the HEARTViz project was initiated. This year-long collaboration between CAD learning designers and ISOM

(Business Faculty) aims to build a more robust database-driven visualisation and reporting system for the HEART tools.

When is the HEART strategy used?

The HEART strategy is used by lecturers and tutors during course design and planning; particularly when elearning is integrated into courses. The strategy generates models that can be used for evaluation, reflection, peer review, professional development, and comparative analyses of course designs over time or across disciplines.

Current Status

During the first phase of this research (2008-2009) the HEART strategy and tools (prototypes) were developed and tested with a small group of academics and learning designers at The University of Auckland. The second research phase (2010-2011) has involved further trials to refine the strategy and tools for embedding in an existing international research network. Trials were conducted in July 2010 with instructional designers at the University of the South Pacific and in the Education Faculty at the University of Waikato. The response has been positive. We plan to continue trialling the strategy in 2011 as the new tools are developed and we extend and validate the conceptual basis of the research.

Interested in a trial?

Contact Claire Donald: c.donald@auckland.ac.nz

Learning Technologies Online - beyond the Epigeum consortium

The project

aCADemix issues 5 and 7 reported on the Learning Technologies Online (formerly Epigeum) project. The work of the consortium of 15 universities from UK, Europe and Australasia concluded with the development of 7 online modules for elearning professional development.

Global focus

The consortium enabled access to some of the world's best expertise in elearning throughout the development period, including Professors Diana Laurillard and Terry Anderson. In 2011, there will be ongoing collaboration with antipodean universities to 1) review and revise the modules into a comprehensive online elearning professional development resource and 2) research the different context-specific implementation strategies for embedding such online resources into face to face academic development initiatives.

Local use

Parts of the original modules have been successfully used in CAD workshops as relevant literature and reference material on global perspectives in elearning. This year, the elearning group will extend the offer of such workshops and seminars based on the themes of the Learning Technologies Online modules (see p. 12 in this issue of aCADemix).

Since the launch of the pilot project http://www.cad.auckland.ac.nz/index.php?p=pilot_project_, academics from the University of Auckland have begun work with Ashwini Datt, who is managing the project, to customise the content for local use. In 2011, the aim is to set up a community of practice in elearning professional development that provides opportunities for disseminating innovation and sharing good practice in elearning at the University. A presentation to the Post Graduate Certificate in Academic Practice alumni is the first step in this direction.

New Head for Student Learning at CAD



The Centre for Academic Development: Student Learning is pleased to announce that it has a new head in Dr Frances Kelly. Frances has worked at SL since

2003, with a focus on doctoral and postgraduate pedagogy in both her teaching and research.

She was instrumental in the design of the Doctoral Skills Programme (DSP) launched in 2007 and has provided many of the academic courses in that programme.

Frances completed her own doctorate in English Literature studies at the University of Auckland (2002) and has published in that field in the area of contemporary historical fiction, as well as in Higher Education.

Frances is currently involved in different higher education projects which analyse the experiences of research students – at doctoral and at Honours level.

With CAD colleague Dr Ian Brailsford, Frances has this year introduced the Doctoral Academic Careers Module (DACM), an initiative supported by the Vice-Chancellor's Strategic Development Fund. The module, which garnered considerable interest from prospective applicants, guides twenty selected doctoral students toward pursuing academic careers.

Since 2003, Frances has contributed to the Board of Graduate Studies and several of its subcommittees and is pleased to now be a member of the University's Teaching and Learning Quality Committee and the Board of Foundation Studies. Her understanding of institutional goals and aspirations will be of great help to the Centre for Academic Development's Student Learning group under her headship.

CAD Publications

For a complete list of recent CAD publications, visit:
www.cad.auckland.ac.nz/index.php?p=recent_publications

Barrow, M., Grant, B. M. & Brailsford, I. (2010). Hero, cult figure or messiah? The emergence of academic development in a New Zealand university. *New Zealand Journal of Educational Studies*, 45(1).

Brailsford, I. (2010). Doctoral completion: can history teach us anything? *New Zealand Journal of Educational Studies*, 45(2).

Carter, S., & Pitcher, R. (2010). Metaphors that teach. *Teaching in Higher Education*, 15(5)

Carter, S., Fazey, J., Geraldo, J. L. G. & Trevitt, C. (2010). The Bologna Process third cycle: Mapping the dimensions and impact of the European Higher Education Area. *Journal of Research in International Education*, 9(3).

Exeter, D.J., Ameratunga, S., Ratima, M.T., Dickson, M., Morton, S.M.B., Hsu, D.W., & Jackson, R.T. (2010). Student engagement in very large classes: The teachers' perspective. *Studies in Higher Education*, 35(7).

Geraldo, J. L. G., Trevitt, C., Carter, S., & Fazey, J. (2010). Rethinking the research-teaching nexus in under-graduate education: Spanish laws pre- and post-Bologna. *European Educational Research Journal, Special Issue* 9(1).

Grant, B.M. (2010). Improvising together: The play of dialogue in humanities supervision. *Arts & Humanities in Higher Education* 9(3) .

Grant, B.M. (2010). The limits of talking about 'teaching and learning': Accounts of supervision from indigenous doctoral students. *Teaching in Higher Education* 15(5).

Grant, B.M. (2009). Uneasy translations: Taking theories of supervision to teaching. *London Review of Education*, 7(2).

Gunn, C. (2010). From a SoAP Box. *International Journal of Academic Development*, 15(3).

Gunn, C. (2010). Sustainability Factors for eLearning Initiatives. *ALT-J Research in Learning Technology*, 18(2).

Gunn, C., Kurtz, G., Lauridsen, K., Maurer, T., & Steele, G. (2010). Evolution and engagement in SoTL: Today, tomorrow and internationally. *International Journal of Scholarship of Teaching and Learning*, 4(2) http://academics.georgiasouthern.edu/ijstotl/v4n2/essays_about_sotl/Commons_Plenary_Panel/index.html

Manuel, R.D. (2010). What is tika when teaching small groups in a University setting in Aotearoa, New Zealand? *MAI Review*, (3).

O'Grady, W., Rouse, P., & Gunn, C. (2010). Synthesizing Management Control Frameworks. *Measuring Business Excellence: The Journal of Organizational Performance Management*, 14(1).

Stefani, L.A.J. (2011). Current Perspectives on SoTL *International Journal for the Scholarship of Teaching and Learning*, 5(1), http://academics.georgiasouthern.edu/ijstotl/v5n1/invited_essays/Stefani/index.html

Stefani, L.A.J. (2011). What makes for a high quality IJ-SoTL research article? *International Journal for the Scholarship of Teaching and Learning*, 5(1), <http://academics.georgiasouthern.edu/ijstotl/v5n1/ReviewersEssays/Stefani/index.html>

Stefani, L.A.J. (Ed.). 2010. *Evaluating the effectiveness of academic development: Principles and practice*. London: Routledge

Leaders in the field of academic development from universities in Australia, New Zealand, the UK and the USA have contributed to this book. It comprises three sections: the first focuses on defining and contextualising academic development practice, the second is a series of case studies, while the third focuses primarily on evaluation of large scale projects at faculty, institutional and national level. (see also P10.) The book includes chapters by: Donald, C., Grant, B.M., Gunn, C., Kelly, F., Kensington-Miller, B., Ratima, M.T., Sword, H.



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See also **Our staff** at: www.cad.auckland.ac.nz

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