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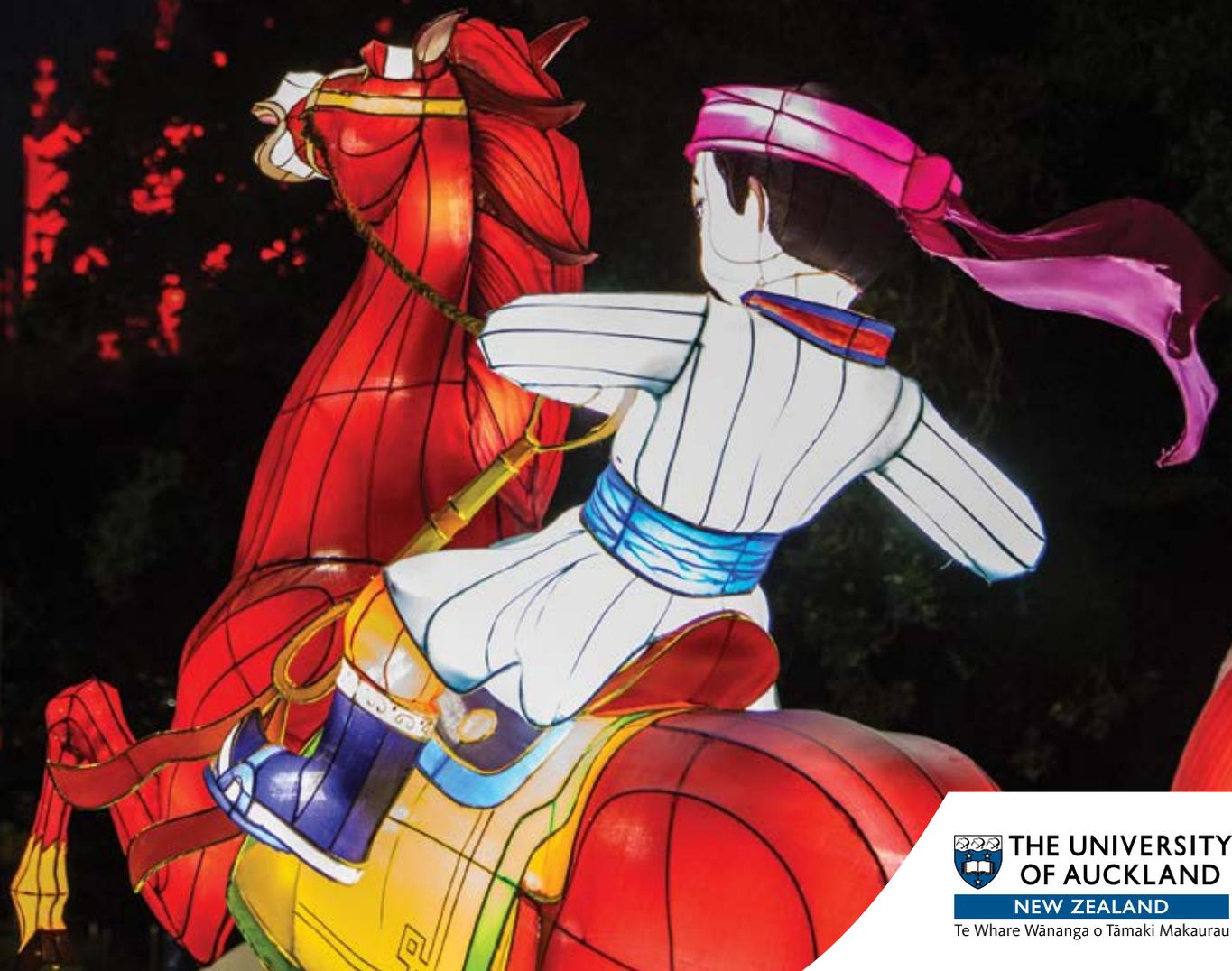
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issue twelve

MAGAZINE OF
THE CENTRE
FOR LEARNING
AND RESEARCH
IN HIGHER
EDUCATION

Semester 1 2014

New people
New projects
New research
New programmes





Tony Chung's cover photo, taken at the recent Lantern Festival to celebrate the arrival of the Chinese New Year, seems fitting for a number of

reasons. It highlights Objective 4 in our University's current strategic plan: "A diverse student body of the highest academic potential" and illustrates that "The fast-growing Asian populations also contribute to the diversity and vibrancy of the University and Auckland..." Achieving academic potential and vibrancy are two things we all surely applaud. Since Jen Martin (Te Rarawa) and Dr Alistair Kwan joined us, CLear has a full complement of academic staff, a strong team to address the needs of a diverse audience.

The Chinese year of the horse sees CLear hard at work on programmes and offerings structured around this year's theme of Rethinking the Classroom: Interactive Teaching and Learning. The Fellowship and CLear Lights: Leadership in Teaching programmes build on feedback from the Postgraduate Certificate in Academic Practice (PG Cert), that opportunities to talk teaching and learning with people from diverse disciplines is a highlight of the course. CLear's new Faculty Liaison Team also seeks wider communication on matters pedagogical.

There are new opportunities to influence learning and teaching across the University this year. The Deputy Vice-Chancellor (Academic) is sponsoring ten reference groups to explore issues and make recommendations on learning and teaching issues. (See p9.) CLear staff, PG Cert alumni and Fellows are among those who have volunteered to take part.

The University is buzzing at the moment. Change is in the air. Sometimes that feels exciting, sometimes it's just extraordinarily stressful! This issue focuses on opportunities and how we might run - or maybe gallop - with them.

Liz Ramsay

Editor

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CLear Lines – Rethinking the classroom: Interactive teaching and learning

The CLear Lights Programme for 2014 focuses on the University's teaching and learning priority – Rethinking the Classroom: Interactive Learning and Teaching. This priority is broken down into a set of themes, or 'Lines', as follows:

Rethinking assessment

How can we best assess to promote deeper, more effective learning for our students? On the Assessment line will be three linked short courses: on the **foundations of assessment** (how and why we assess), **innovation in assessment** (how we can assess differently), and **assessment in practice** (how innovative assessment works in practice). You'll traverse assessment options like formative and authentic assessment, group work, self- and peer assessment, online assessment and e-portfolios. You will also have a chance to get input and feedback on your assessment innovations from fellow participants, CLear academic advisors and Fellows, and current PG Cert participants.

Rethinking large classes

How can we teach in large undergraduate lectures to foster engagement and interaction – or even interactivity? On the Large Classes line will be two linked short courses. In the first, a panel of leading large-class teachers will share some of their tips and techniques, which you will get a chance to try out for yourself. In the second, you will get to attend a class taught by a leading large-class teacher and debrief about the experience with the teacher, fellow participants and CLear academic advisors.

Rethinking supervision

How we can best negotiate the often troublesome territory of supervision? On the Supervision line are a series of short seminars to open discussion on supervisory practice. The series was launched in early March by the Dean of Graduate Studies with a talk from Professor Gina Wisker (author of *The Good Supervisor*, 2012), followed by a panel of early career academics giving troubleshooting advice on supervision. Topics to come include, among others, managing the supervisory relationship, the early and late pressure points of a supervision, supervising students whose first language is other than English, and supervising across cultures.

Rethinking learning spaces

How is what we learn influenced not only by how, but also by where we learn it? As Diana Oblinger has written, "Space – whether physical or virtual – can have an impact on learning. It can bring people together; it can encourage exploration, collaboration, and discussion. Or, [it] can carry an unspoken message of silence and disconnectedness. More and more we see the power of built pedagogy" (*Learning Spaces*, 2006). On the Learning Spaces line are two symposia: the first brings together research being carried out at the University of Auckland on learning spaces for academics; the second takes the form of an interactive exhibition on 'The Liveable University' that is open to all comers.

Rethinking the classroom in the digital age

What is a classroom and why are we in it? The rise of MOOCs and other digital learning innovations are rapidly pushing the boundaries of learning and teaching as we know it. In this mini open online component (mooc), you'll explore through discussion and collaboration what digital citizenship means for teachers and learners.

Watch CLear Alerts for details of dates and times for the CLear Lights events (sign up for CLear Alerts at www.clear.auckland.ac.nz/subscribe).

CLeaR Lights: Leadership in Teaching programme

The programme

CLeaR Lights is a new programme designed to help early-career academics and seasoned lecturers alike to assemble persuasive teaching portfolios, to try out pedagogical initiatives and to develop evidence of leadership in teaching and learning ('LightTs' = Leadership in Teaching). The programme bridges the gap between the Introduction to University Teaching and Learning (the '3-Day Intro'), which is compulsory for all academics new to teaching at the University of Auckland, and the Postgraduate Certificate in Academic Practice (the 'PG Cert'), which is a tertiary teaching qualification.

Each year, CLeaR Lights will pick up on one of the University's teaching and learning priorities, and break that priority down into a set of themes, or 'lines', for the year (the arrows below). For 2014, the chosen priority is Rethinking the Classroom: Interactive Learning and Teaching, which we have broken down into five themes

1. Rethinking assessment
2. Rethinking large classes
3. Rethinking supervision
4. Rethinking learning spaces
5. Rethinking the classroom in the digital age

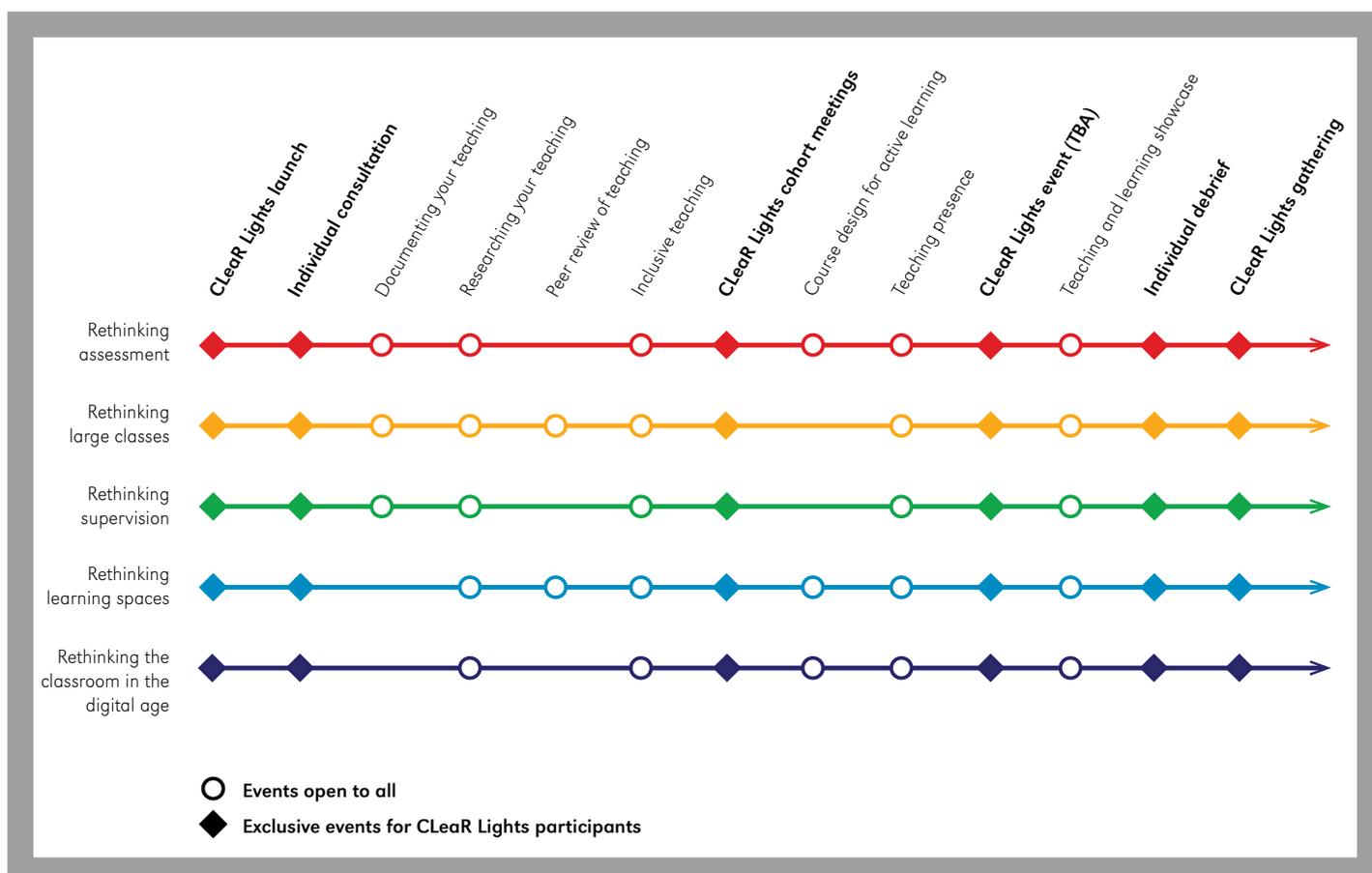
Each line will involve CLeaR events of different types (the diamonds and circles below): linked short courses, short seminars, symposia, even a mini-MOOC. Some events will be exclusive to CLeaR Lights participants (diamonds); others will be open to all-comers (circles).

The process

CLeaR Lights participants will meet with an academic colleague from CLeaR to put together an individual learning plan for the year from events and 'lines', and consult with them as necessary throughout the year. The learning plan will be tailored to the needs of the participants, which might be, say, to develop their repertoire and skills as supervisors, to design or redesign a course, to disseminate their teaching innovations, or to put together a teaching portfolio for continuation or promotion.

FAQs:

1. *How do I sign up?* You fill out the expression of interest on the CLeaR website www.clear.auckland.ac.nz/clear-lights.
2. *What is the commitment?* Aside from the initial consultation and end-of-year debrief, as little or as much as you can manage over the course of the year.
3. *How do I decide what to do?* You meet with an academic colleague from CLeaR to put together an individual learning plan for the year.
4. *What do I get out of it?* In addition to developing your teaching practice, you will receive guidance on how to document your leadership in teaching for a teaching portfolio or performance review.
5. *Why is CLeaR doing this?* Because we want to grow a network of leaders in teaching and learning to nurture a collegial culture of research-informed teaching across the University.



CLeaR Fellows – Rethinking the classroom: Interactive teaching and learning

CLeaR launched a Fellowship Programme in 2014 to recognise, reward and disseminate examples of good teaching practice from around the University.

We modelled our programme on a high impact scholarship of teaching and learning (SoTL) initiative at University College Dublin, adapting it for the local context. We invited each faculty to nominate an academic recognised for their commitment to excellence and/ or innovation in teaching. The Deans agreed to free up a fifth of Fellows' faculty workload to devote to the programme. The inter-disciplinary nature of the group is a key strength and brings broad perspectives to the programme.

The current cohort of Fellows is exploring discipline-based interpretations of the theme 'Rethinking the classroom: Interactive teaching and learning.' Within this broad remit, two groups are investigating:

- how physical and virtual spaces (e.g. teaching rooms, library design, LMS capabilities) influence teaching and learning; and
- concepts of cultural and professional competence, and how we promote these within degree programmes.

The results will be disseminated through central and faculty-based networks and various publications.

The 'spaces' group will explore the influence of studio teaching,

flipped classrooms, learning space design, BYOD (bring your own device) and student use of technology. The Fellows aim to showcase examples of good practice drawn from across the University. 'Cultural and professional competence' relates to aspects of learning that may not be spelled out in course books, but are nonetheless critical elements of professional competence we need to address. The aim is to identify successful ways to teach these skills, and promote them for wider use.

Disseminating good practice is high on the Fellows' agenda, and we are discussing strategies with Associate Deans Teaching and Learning and other University leaders. Options under consideration include departmental showcases and an online repository of teaching cases where colleagues can access re-usable information and examples. We are also contemplating publication in one of the growing number of international SoTL journals to raise the profile of our excellent teachers beyond the institutional context.

Call for 2015 Fellows

The CLeaR Fellowship theme for 2015 is 'Student Engagement and Achievement'. We will be calling for nominations soon.

For further information, contact clear@auckland.ac.nz

Doctoral Academic Careers Module (DACM)

For the past three years DACM has prepared select groups of mid-phase doctoral candidates for a life in academia. Set up in consultation with the School of Graduate Studies and with a grant from the Vice-Chancellor's Strategic Development Fund, the module provides fortnightly seminars throughout the year on areas such as leading in academia, teaching, research, and professionalism.

In 2013, CLeaR commissioned an independent report on the programme, that included extensive consultation with CLeaR and key stakeholders. One striking feature of the report is its confirmation that doctoral students and colleagues from across the University hold DACM in high regard. It says students "*feel special and privileged to be offered the chance to participate in DACM*". The exceptionally high number and calibre of applicants to join the 2014 cohort bears this out.

The 2013 cohort (pictured above) celebrated the successful completion of their year of learning from and engaging



The 2013 Cohort: L-R: Molly Mullen, Emily Hargrave-Thomas, Becca Wood, Lei Zhao, Aleea Devitt, Zerrin Turkeli, Jingjing Zhang, Anaise Irvine, Emma Horsfield, Anup Purewal, Leslie Sanderson, Mark Davey, Jennifer Gao, Quan Zhou, Areej Asad, Kazuhide Okuda (Absent: Carol Greene, Jimmy Oh, Ana-Mishel Spiroski)

with University alumni and current academics. They received their awards in the presence of Professor Caroline Daley (Dean of Graduate Studies) and Professor Helen Sword (Director of Centre for

Learning and Research in Higher Education, CLeaR) and several of the participants' supervisors. CLeaR wishes to again thank all those who contribute and make the programme a success.

The 'PG Cert': A solid foundation for your academic practice

The Postgraduate Certificate in Academic Practice (PG Cert) is a 60-point programme for tertiary educators. Designed to be completed on a part-time basis over 24 months, it gives a solid theoretical and practical grounding in higher education teaching, research productivity and academic citizenship.

In 2010, aCADemix (Issue 8), reported on the results of an independent researcher's in-depth interviews of PG Cert graduates. He found that typically graduates felt the PG Cert had helped them gain confidence and become more pedagogically engaged and reflective teachers. However, a few teachers felt they were swimming against the tide, struggling against a belief in their department that the certificate was poaching on valuable research time.

Dr Andrew Stockley (Dean of Law) is helping address that concern. He plans to send all Law's new-to-teaching academics on the PG Cert. He says, *"The feedback from Law academics has been superb. They have gained enormously from being able to talk about their teaching and examples of best practice with colleagues from around the University. It has helped make them aware of different teaching techniques and how to engage students more effectively. One of our new academics was initially resistant but is now a champion for the PG Cert. Law's experience has been that all those who have taken part have achieved outstanding student survey results."*

The PG Cert is internationally recognised. It boasts graduates from every faculty. Participants often cite the opportunity to experience diverse backgrounds and viewpoints as a high point of the course. A range of levels and responsibilities adds to this experience. The number of Professional Teaching Fellows applying is increasing. Their roles have a strong teaching focus and many see the PG Cert as excellent professional development and a possible avenue to promotion.

About the course

There are three compulsory parts to the course. Learning, Teaching and Assessment (ACADPRAC 701 A and ACADPRAC 701 B, worth 15 points each) runs over two semesters. Its assignments and assessments are integrated as closely as possible with participants' current teaching activities. Academic Citizenship and Professionalism (ACADPRAC 702, 15 points) helps academic staff negotiate the apparently conflicting demands of teaching, research and service.

Participants can choose from three special topics for the final 15 points required for the certificate: ACADPRAC 706, a guided



2013 Graduates L-R: Dr Brendon Dunphy (Science), Angela Tsai (FMHS), Stephanie Reid and Dr Hamish Cowan (both of Libraries and Learning Services) Absent: Vas Ajello (FMHS)

research project based on current issues in learning and teaching; ACADPRAC 703, Rethinking the Classroom: Interactive Learning and Teaching in the Digital Age; and ACADPRAC 704 Research Writing: Politics, Pleasure and Style. The option to take ACADPRAC 703 and 704 on their own as Certificates of Proficiency (COP) is increasingly popular. (One such COP can count towards the full certificate).

"One of our new academics was initially resistant but is now a champion for the PG Cert. Law's experience has been that all those who have taken part have achieved outstanding student survey results."

Dr Andrew Stockley, Dean, Law Faculty

New flexible options

Some of this year's applicants for ACADPRAC 704 have negotiated to take the course from a distance.

ACADPRAC 703 is a fully online course. It also offers a mini open online component ('mini-mooc') to broaden the discussion and offer those outside of the PG Cert programme, or unable to commit to a semester long course, an opportunity to take part. This will add richness to the content while forming the beginnings of a community of practice of the same theme as the taught course. Contact Ashwini Datt to join the mini-mooc: a.datt@clear.auckland.ac.nz

PG Certificate in Academic Practice: <http://www.clear.auckland.ac.nz/index.php?p=pgcert>



Career development at CLeaR and POD

If you're wondering what POD is, it stands for People and Organisational Development and – following a reorganisation in Human Resources – it is the new incarnation of SODU (Staff and Organisational Development Unit). Pictured above, Professor Helen Sword (left), Director of CLeaR, and Melanie Moorcroft (right), HR Associate Director, POD, met recently to discuss commonalities and differences in their work and new collaborations on the horizon.

Leadership development

The new Learning and Teaching Plan calls for CLeaR and POD to “work together to provide teaching and learning leadership development opportunities for academic heads, Associate Deans and future leaders.” Helen and Melanie look forward to collaborating in this area.

IT Training Programme moves to POD

At the beginning of January, the IT Training Programme (and associated staff) moved from CLeaR to POD. During the next six months POD will consult widely to develop a new strategy for the programme.

This will include an online component for IT training, building on the 12 month pilot run in 2012, for which IT Training Coordinator Helen Sosna received a Vice-Chancellor’s Strategic Development Fund grant. Longer term, Melanie would like the programme to provide more support for postgraduate students.

What happens to the current computer labs?

The large IT training room will stay on Level 2 of the Fisher Building in Waterloo Quadrant until it is transferred to POD’s new premises at 49 Symonds Street around the middle of the year. CLeaR will retain the capacity to include online elements in its programmes using the small IT training room.

Where do you enrol in IT Training workshop?

In the interim, you still enrol from the Workshops page on the CLeaR website.

http://www.clear.auckland.ac.nz/staff_workshops

POD will keep you informed of any changes as they occur.

CLeaR		POD
Academic staff and professional staff involved in teaching and learning	AUDIENCE	Academic and professional staff
Academic development in teaching, learning and research	FOCUS	Capability and Career development ; Leadership development for all staff; IT skills training; Professional staff Conference and Awards
An academic unit hosted by the Education Faculty: includes both academic staff and professional web development staff	COMPOSITION	A unit within Human Resources of professional staff
In higher education research and development, with a focus on teaching and learning	INSTITUTIONAL LEADERSHIP	Culture and Organisational Development; Team development; Coaching and Mentoring; 360° assessments and feedback
Postgraduate Certificate in Academic Practice; CLeaR Lights: Leadership in Teaching programme	LEADERSHIP PROGRAMMES	Emerging Leaders Programme; Leaders in Action; Inspiring Leaders Programme; Women in Leadership; NZ Women in Leadership; Senior Women’s Leadership Network; Future Academic Leaders Programme; HeadsUp programme for academic leaders

New academic developers at CLear

Jen Martin (Te Rarawa)



Jen's background is in te reo Māori and Māori immersion education. She is a graduate of Te Kura Kaupapa Māori o Hoani Waititi Marae in West Auckland and holds BA/BCom and BA (Hons) degrees from the University of Auckland. Jen is also a graduate of Te Panekiretanga o Te Reo.

*Ko Tarakeha te maunga,
Ko Te Ākau te moana,
Ko Tinana te waka,
Ko Te Rarawa te iwi
Ko Te Taomaui te hapū
Ko Mātihetihe te marae*

Auckland and taught on various undergraduate Māori language papers. She went on to take up a full-time lecturing position at AUT University in 2008 where she taught te reo Māori for 5 years. She also has experience teaching te reo Māori in community education and professional development contexts. In May 2013 Jen returned to the University of Auckland, working in Te Puna Wānanga as a researcher until she accepted her position in CLear. Jen will now be co-located between CLear and Te Puna Wānanga.

In 2010 Jen was the recipient of a VC Doctoral Scholarship from AUT and it was

her passion for te reo Māori that drove her to write her thesis in te reo Māori. Jen's research combined her love of te reo Māori with her interest in Māori advancement through education. Using a Kaupapa Māori narrative research approach she considered the notion of educational success in the context of Kura Kaupapa Māori. She interviewed a number of Kura Kaupapa Māori graduates about their educational experiences and in using their stories, identified Māori expressions of educational success. Jen submitted her PhD thesis for examination in December 2013. She is looking to publish from her thesis in both te reo Māori and English.

Jen's research interests include Māori language revitalisation and development and Māori achievement and advancement through education.

Dr Alistair Kwan

The Doctoral Academic Careers Module (DACM) has just gained a new lecturer: Alistair Kwan, who comes to us from New York State where he taught at the University of Rochester's Center for Excellence in Teaching and Learning. Most of Alistair's time there was spent teaching elite teaching assistants how to lead problem solving tutorials, so student-centred that the leader was forbidden from even confirming whether answers were right or wrong. He also ran the induction for graduate student teaching assistants, and was one of the core leaders for Rochester's implementation of CIRTLL, a 22-university collaboration to develop the career and teaching skills of doctoral and postdoctoral students. This work in particular overlaps with DACM's goals of inducting PhD students into academic culture and readying them for academic life.

Alistair also led a parallel life in Rochester's History Department, where he taught about early modern European science and technology from a largely practice-oriented angle, drawing on methods from art history and material culture.

Auckland is actually where Alistair started out, graduating MSc (Hons) with the mathematics and physics departments, before heading into the history and philosophy of science for the MA (Hons) at Melbourne and then a PhD in history of science and medicine at Yale. He took his scientific outlook to the humanities, adding methods from material culture studies and the history of art, studying instrumentation, art and architecture alongside the usual documents.

His goal was to demonstrate that seventeenth and eighteenth-century European scientists related reciprocally with their spaces, apparatus and other knowledge technologies; that the material and spatial context are active participants in scientific process, not passive background.

The next problem is how to figure out where that rich contextual exchange might fit into the science classrooms of today.

Teaching assistants and undergraduate science laboratories are Alistair's two main research interests: how teaching assistants develop their classroom skills, what gets learnt in labs (especially empiricist aspects of scientific thinking), and how we can improve that. Those involved in laboratory-based learning are likely to hear from Alistair before long.



Making teaching work for you and your students

Recent changes to the promotion and continuation process call for ‘evaluation of teaching.’ How do you convince committees that your teaching is effective? How do you show that you are developing your teaching expertise? And how do you gain the teaching skills to be a dynamic, exciting teacher who enables learning across an increasingly diverse range of students?

Self-reflection, peer review and student evaluation: focus on teaching

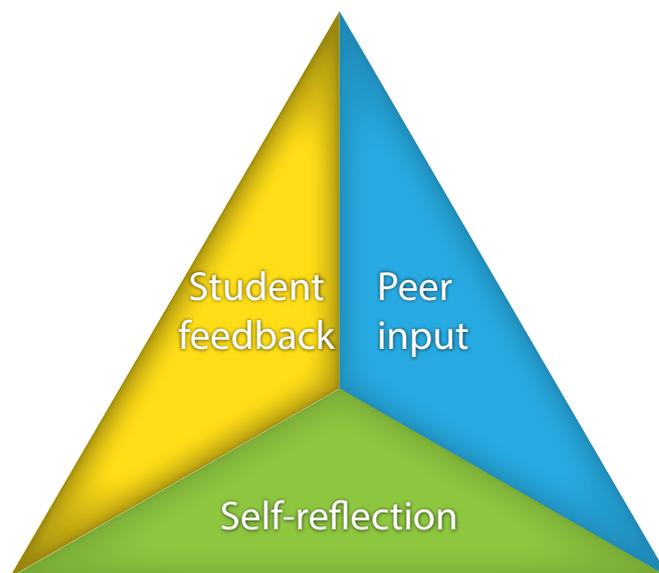
The new *Policy on Enhancement and Evaluation of Teaching and Courses* in support of the University’s high quality learning environment, provides a holistic approach for the enhancement of teaching capacity and practice. This includes the opportunity for teaching and course evaluation and the development of evidence that may be used in a teaching portfolio to satisfy the University’s quality assurance responsibilities.

The policy is accompanied by the online *Guidelines for Enhancement and Evaluation of Teaching and Courses*. The Guidelines focus upon three essential components of feedback: self-reflection, student feedback and peer input. Self-reflection and reflective practice are essential critical components in the development of teaching expertise and expert teachers. Observational data gained from self-reflection enable staff to examine their practice in a continuous manner. Forms of student feedback include summative end-of-term course and teaching evaluations, as well as other forms of feedback. The Guidelines note the importance of ‘closing the loop’ by informing students of course and teaching improvements made as a result of feedback. Peer review of teaching gives excellent material for the teaching portfolio that testifies to engagement with good practice.

CLear is pleased to be involved in the exchange of good ideas about teaching and learning. We have historically reviewed teaching and, in consultation with Dr Kevin Morris, Director of Learning and Teaching, have developed a new online *Guide to peer review of teaching*. This website sits behind a slice of the Guidelines’ triangle of approaches.

Academics who want to be strong useful teachers facilitating real learning (as well as being research active) find that reviews of teaching strengthen their repertoire of teaching strategies. CLear is aware of how illuminating the process is, for both the reviewer and the teacher. It’s fascinating taking notes through a class, not on the topic, but on what teachers and students are doing. We see how different academics present complex ideas so that they are clear, maintain student engagement by setting an energetic class atmosphere and through clever inset tests or problem-solving. The teacher gets constructive feedback, a mirror image of their teaching from the back of the classroom—the detailed observation notes—and an official letter for their teaching portfolio.

After discussion with Kevin and other teaching and learning leaders in different faculties (including the many academics who have graduated from the Postgraduate Certificate in Academic Practice course where one exercise is to engage in peer review of teaching), CLear has adapted its own practice and forms for teaching review and these are now available to academics wanting to practice peer review with colleagues in their own



The three essential components of feedback

faculties and departments. It’s a mutually beneficial exercise if done according to several important principles. Peer review should be

- voluntary
- positive and constructive
- developmental, that is, formative (not summative)
- respectful of confidentiality
- objective and not subjective
- based on the assumption that both teacher and observer will learn more about teaching from the observation.

CLear is confident that academics who approach peer teaching review positively will find multiple benefits.

Links:

Policy on Enhancement and evaluation of Teaching and Courses:
<https://policies.auckland.ac.nz/policy-display-register/enhancement-and-evaluation-of-teaching-and-courses-policy.pdf>

Guidelines for Enhancement and Evaluation of Teaching and Courses
<http://flexiblelearning.auckland.ac.nz/teaching-learning-quality/>

Guide to peer review of teaching:
<http://flexiblelearning.auckland.ac.nz/guide-to-peer-review-of-teaching/>

Reference groups explore teaching and learning issues

In 2014, Professor John Morrow, the Deputy Vice-Chancellor (Academic) is sponsoring ten reference groups to explore issues and make recommendations on a number of institutional learning and teaching issues. They will report to the University Teaching and Learning Quality Committee. The reference groups were formed following an open call for expressions of interest in December 2013 and include academic and professional staff from across faculties and units (including CLear). The groups will meet from February / March. Terms of reference and progress updates will be regularly posted to the University's learning and teaching website.

Reference groups and their aims

<p>Writing Skills at Stage One</p> <p>Investigate how local writing skills initiatives can be supported and how a more coordinated approach will assist students across all disciplines.</p>	<p>Graduate Profile Review</p> <p>Ensure profiles align with the Strategic Plan 2013-2020 goals and aspirations.</p>	<p>Mobile Applications for Teaching</p> <p>Investigate how the University can best support teachers to implement classroom applications with mobile devices.</p>
<p>Learning Technologies Review</p> <p>Investigate the platform/systems/tools that best support our learning and teaching needs and objectives.</p>	<p>Experiential Learning</p> <p>Examine current practice and disseminate ideas for establishing experiential learning.</p>	<p>Learning and Teaching Evaluations</p> <p>Explore learning evaluation tools and research their practice in other contexts.</p>
<p>Learning & Teaching Continuity</p> <p>Develop a plan to manage the impact of an unexpected emergency or disruptive event.</p>	<p>Curriculum Mapping</p> <p>Develop a process to map graduate attributes across programmes and courses to ensure alignment of learning objectives with graduate profiles.</p>	<p>Participatory and Crowdsourcing Websites</p> <p>Examine tools and pedagogical issues to support interactive web-based learning platforms.</p>
<p>Student Tracking</p> <p>Examine current practice and use of learning analytics tools to monitor student performance in the First Year.</p>	<p>https://www.auckland.ac.nz/en/about/teaching-learning.html</p>	

Supervision seminar series launched

The launch of the supervision seminar series in our CLear Lights: Leadership in Teaching programme attracted over 80 interested academics. Dr Caroline Daley, Dean of the School of Graduate Studies, introduced the series and our guest speaker, Professor Gina Wisker, University of Brighton and author of *The Good Supervisor* (2012) 2nd ed, Palgrave Macmillan. Gina was perfect for launching conversation about supervision at this university. Her own extensive research tracking supervisor and research student perspectives investigates

- what does it mean to be a 'good' supervisor?
- how can we work with the diversity of students and the diverse demands on the role?

Gina drew on local expertise and opinion from attendees. She was followed by an 'ask your auntie' style panel discussion of four early career academics who gave troubleshooting advice on questions about supervisory challenges from anonymous sources across campus.



LR Dr Susan Carter (CLear) and Professor Gina Wisker (University of Brighton)

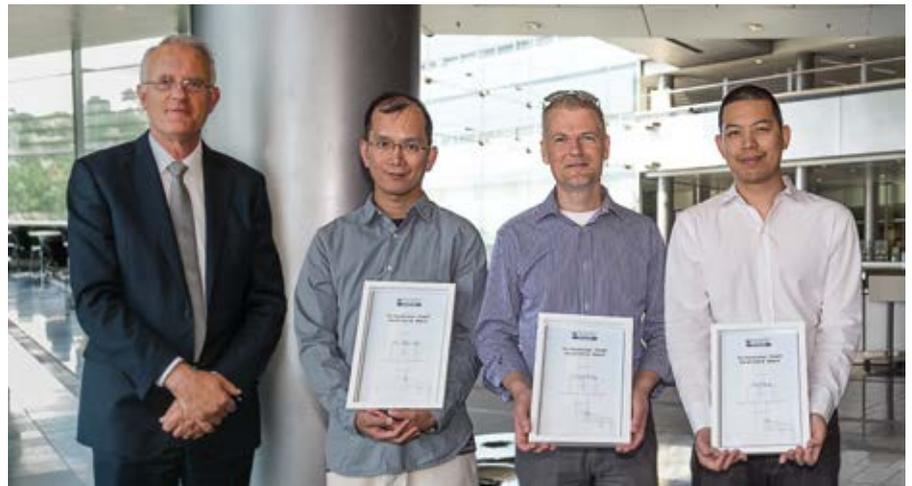
Dr Susan Carter will facilitate further CLear supervision seminars in 2014 on: managing the relationship; the pressure points of the early stages and period before submission; supervising students whose first language is not English; supervising across cultures; and Masters supervision.

CourseBuilder developers win Excellence in Innovation award

Web Developers, Wen-Chen Hol, Craig Housley and Tony Chung won the Excellence in Innovation category at the November 2013 Professional Staff Excellence Awards for “*greatly enhancing the University’s elearning capacity and staff productivity*” through their roles in developing CourseBuilder (CB). The Staff Organisation Development Unit (SODU, now ‘POD’) organised the awards.

CB has enabled users with little or no previous experience or confidence to produce websites. It facilitates the development of media-rich, interactive course resources (websites). Users choose from templates that follow pedagogically-sound principles of course design.

Wen-Chen is the founder of the software. His vision is to empower teaching staff by providing easy-to-use tools to deliver online courses that enhance the quality of teaching and learning. Staff can develop their course autonomously or seek



LR: Professor Stuart McCutcheon (Vice-Chancellor), Wen-Chen Hol, Craig Housley, Tony Chung.

assistance from a Learning Designer within their faculty or at CLear.

Craig’s interface design skills and CB support website are pivotal in making the tool user-friendly and Tony’s Decision Tree software, which models decision pathways and is particularly popular in medical education, adds a powerful tool to CB’s collection. The accolade is the result of nine years’ dedication to the project which has resulted in an enterprise level web-authoring system that is both popular and easy to use.

Exciting new possibilities in CourseBuilder



Collaboration and communication

Wen-Chen Hol is keen for CourseBuilder to offer an ebook-like environment where authors don’t need to be web-savvy. So, in collaboration with academics who articulate their needs and review work in progress, he has developed functions in CourseBuilder (CB) that let your students:

- Collaborate on creating course resources.
- Ask questions or discuss course content in context.
- Use in-page chat or threaded comments to provide peer feedback or just communicate with classmates.
- Save notes, or responses to questions, highlight key points, then see this data whenever they revisit the site.

Users can collaboratively author media-rich, interactive learning resources and easily share and reuse designs that really work.

New elements

- Text sort element: A quiz developed for questions involving sentence or paragraph structure, or ordering events.
- Image stack element: A flip-book approach to ordered images such as CT scans of the human body or object animations.
- RSS news feed.
- Photo before and after: moving your mouse across an image reveals the one behind.

Updates and refinements

- CB’s rich text editor has been updated to a more stable version, enabling further development in other areas.
- Student journal/note now lets teachers view all submissions to monitor student progress. The element supports multiline text, drop down lists, checkboxes and radio buttons.
- Course website search, site map and quicklinks enable ease of use and enhanced navigation.
- Student page has improved permission controls and ease of set up for enabling student authors.
- Page comments now includes a rich text editor enabling students to upload files and peer review.
- Student view/access log and quiz log enable teachers to monitor student progress and identify opportunities for early intervention.
- In-page one-on-one chat function enables students to learn from each other and study together at a distance.
- New course structure template (Option 3) suits a week by week course structure or a defined number of main topics.
- HTML 5 audio/video element enables video across platforms (including mobile devices); adding subtitles without editing the video; inserting pauses so students can do relevant activities.
- Page history enables users to view previous content and rollback changes, including restoring deleted content.



Rome wasn't built in a day

Photo: Jeremy Armstrong

The students and teachers of ANCHIST 254/354 knew that Rome wasn't built in a day when they embarked on a collaborative project to develop a global resource on Early Rome. The project was initiated in response to ANCHIST 254/354 student feedback from previous years. While other areas of history/ancient history seemed to be increasingly well-represented on the internet, many of the topics and archaeological sites discussed in this particular course were often very difficult to research online - and the information which did exist online was often of dubious quality.

So, inspired by other online resources devoted to the ancient world, including the Packard Humanities Institute Latin Texts Online, Tufts University's *Perseus.org*, and Bill Thayer's *Lacus Curtius*, the coordinator of the course (Dr. Jeremy Armstrong, Senior Lecturer in Classics and Ancient History) decided to create an online encyclopaedia dedicated to Early Roman history with entries written by undergraduate students as part of their assessment for the course. Each entry included a detailed description of an assigned topic pertinent to Early Roman history along with a substantial research bibliography. Once submitted as part of the first assignment for the course, these entries (over 120 were created in the first year) were made accessible to the rest of the students in the course to aid them in preparing their essays and for general revision. Each year that the course is run, new topics will be given to each group of students to create an ever-expanding, reviewed, online resource. The ultimate aim is to publish a web-based resource that can be accessed and referenced by the University of Auckland staff, students and the general public. Beginnings of the website can be explored here <https://www.coursebuilder.cad.auckland.ac.nz/flexicourses/2274/publish/1/>.

Jeremy, along with Aaron Rhodes-Schroder, has been working with Ashwini Datt from CLear on this project and the collaborative assessment initiatives that are involved. First and foremost, the project is based on the 'contributing student' philosophy. The ultimate publication of these entries as part of an online resource meant that the students were encouraged to take ownership and pride in their work, which generally resulted in a very high quality. However, as the entries for the encyclopaedia initially represented a required assignment for the course, some questions were raised about the relationship between the assignment and the final published product. Because it was judged that publication (both to the class and later online) should not be required, the students were allowed to opt out if they so chose. As part of a reflective practice to reinforce learning, students were allowed to send in edits to their entries post submission. Though not counted for the assessed work, the edits

were included in the final, published version. Ongoing effort is needed to ensure quality of the product and its usefulness for both other students and ultimately the general public. One of the ways this is ensured is by excluding any entries which did not achieve a certain grade from the published version while allowing review in subsequent years. The website was carefully scaffolded to allow student collaboration and engagement. After looking at options for web development and interaction such as ELGG and Blogger, a secure, collaborative and user friendly interactive web-development tool - CourseBuilder was chosen. Though the interface was easy to navigate and use, the students' were introduced to CB in the lecture and guided through an exemplar site for editing, saving and sharing. A template was provided for consistent look and feel. Technical support was offered via the course team and CB support website to maintain support for students throughout the task. Due to its technical nature, this assignment has promoted digital literacy and skills development in students, and was viewed as a general success in this respect as well.

As the project was both student-led and a piece of assessed work, a number of structural issues had to be considered before its initiation, including the usability and accessibility of the development tool, the security and ownership of the website, and the sustainability of the resource including maintenance and updates. As with any online project, these types of issues will remain a concern and must adapt with the changing technology and the educational environment.



Photo supplied by Jeremy Armstrong

Dr. Jeremy Armstrong and Dr. Maxine Lewis from Classics & Ancient History leading ANCHIST 377: Study Abroad Rome, in the Forum Romanum, November 2013.

New York Times readers voted 2012 the year of the MOOC (Massive Open Online Course) and late last year our Vice-Chancellor announced that the University of Auckland has joined FutureLearn, a company owned by the UK Open University delivering “free online courses from leading UK and international universities”. The University of Auckland is delivering two trial courses later this year.

CLeaR is currently working with Professor Chris Wild (Statistics) on Diving into Data, a MOOC that aims to bring statistics to life with the use of iNZight, Chris’s free data analysis system which encourages you to explore what data is telling you. Changes to the NCEA curriculum may make this MOOC particularly relevant to NZ secondary school teachers and students working with statistics.

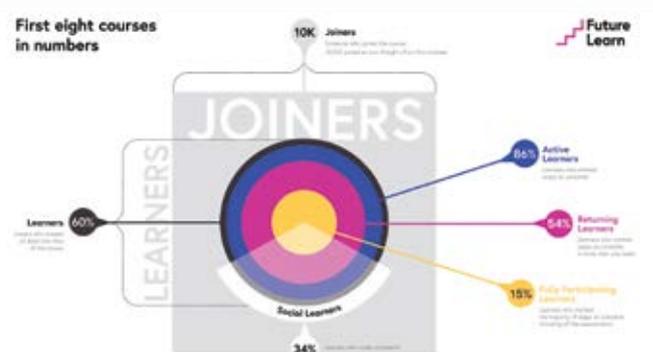
Widespread national and international interest in the Academic Integrity course made it an ideal choice for the University of Auckland’s second MOOC. The course will be revised to appeal to a broad international audience, and will contribute to FutureLearn’s series of courses focused on pre-learning and the assimilation to university life. Media Productions will contribute significantly to both MOOCs.

For those who haven’t yet had time to get to grips with the concept, a MOOC is an online course offered free of charge to as many students as care to sign up. There are no entry requirements and no accredited assessments. Some MOOCs attract thousands of students. Although drop out rates are high – up to 95% - completion rates can still be spectacular.

The first reported MOOC ‘Connectivism and Connective Knowledge’ was created by education technology thought leaders Stephen Downes and George Siemens. The University of Manitoba ran the course for 25 fee paying students and 2,300 non-paying participants from around the world. Based on the belief that knowledge is distributed across a network of connections, the course defines learning as the ability to construct and traverse those networks. Courses with a similar underlying philosophy have come to be known as cMOOCs, where c = connectivist. A parallel stream of development is the xMOOC, which uses a more transmission style pedagogy to deliver content such as readings, quizzes and video lectures for individual study. A famous example of an xMOOC is Stanford University’s 2011 offering of ‘Introduction to Artificial Intelligence’ which attracted 160,000 students and 23,000 completions. This success led to the formation of the MOOC provider Udacity, one of three dominant companies along with Coursera and edX. FutureLearn is a relative newcomer to the market, with considerable online education experience from the UK Open University behind it.

Having a toe in the water is useful, but a degree of scepticism is generally recommended. The jury is still out on whether MOOCs

will eventually play a minor role along with other once-celebrated elearning innovations, or become a disruptive influence fundamental to post-secondary education. Either way, a business model that yields a decent return on investment is yet to be found. At present, all courses and assessments are offered free of charge. Accreditation and recognition of prior learning are two emergent income streams for a few, mainly US based, players in the sector.



FutureLearn say their first eight courses, released in beta last year, provided enough data to offer insights into delivering social learning at scale. <http://about.futurelearn.com/blog/measuring-our-first-eight-courses/>

Evidence suggests that producers and consumers have different perspectives on MOOCs. Producers may see them as a taster to tempt students to enrol in a credit-bearing course. Yet user statistics reveal a majority of ‘mature age’ learners who already hold tertiary qualifications, studying for personal reasons. Commitment to a MOOC consortium such as FutureLearn does create opportunities to work alongside high profile international partners, such as the British Library and Museum, and to experiment with innovative ways of teaching large classes online. This can benefit the host institution in various ways other than financially. Students appear to see MOOCs as an accessible route to knowledge about a particular subject, whether or not they commit to completing a course. High drop out rates are not necessarily a bad thing, as students find their own value in the flexibility of the experience. Like all elearning innovations, MOOCs are attracting a high level of interest and excitement in the early speculation phase of the ‘technology hype cycle.’ Like most, they will no doubt prove to be both less and more disruptive than anticipated. The real value will be in interpretation of the concept to suit local circumstances. That prospect is genuinely exciting!

CLeaR has adapted the concept to see if it will suit busy academics interested in rethinking the classroom for interactive teaching and learning in the digital age. Many do not have time to devote 10 hours a week to taking the accredited course, ACADPRAC 703, so the alternative is to sign up for a ‘mini-mooc’, and work in conjunction with staff enrolled on the course. If you would like to be a part of this, contact Ashwini Datt: a.datt@auckland.ac.nz

In support of publication

Journals for academic practice research

The Journal of Perspectives in Applied Academic Practice [JPAAP]

Dr Barbara Kensington-Miller (Head of CLear Research Development) is a co-editor on a new journal that focuses on academic practice.

The publication process can often be daunting for early career academics. Stiff competition and high rates of rejection can be off-putting. This new journal is more than 'just another online journal'; it provides a collegial and developmental platform and an outlet that is both open and subject to peer review.

The *Journal of Perspectives in Applied Academic Practice* [JPAAP] was launched in 2013. It is a cross-institutional open access, peer-reviewed academic journal, which acts as a platform to build capacity in academic publishing experience across the sector.

The publication process can often be daunting for early career academics. Stiff competition and high rates of rejection can be off-putting. This new journal is more than 'just another online journal'; it provides a collegial and developmental platform and an outlet that is both open and subject to peer review. New authors, new journal reviewers, and scholars seeking to gain experience in journal editing and publishing are welcome in this environment.

So whether you're a new or experienced academic, if you're interested in publishing articles or being involved in reviewing, visit the JPAAP website: <http://jpaap.napier.ac.uk/index.php/jpaap>

Or email Barbara: b.kensington-miller@auckland.ac.nz

Teaching & Learning Inquiry: The ISSOTL Journal

This relatively new journal, *Teaching and Learning Inquiry: The ISSOTL Journal*, is the publication of the International Society for the Scholarship of Teaching and Learning. It has a worldwide readership with an editorial board representing eight countries.

According to the editors, *Teaching & Learning Inquiry* "is a journal building a strong reputation for scholarly excellence, and one valuing creative as well as traditional approaches to understanding teaching and learning and ways to share that understanding." This biannual journal accepts articles and other scholarly works in the field of SoTL in higher education.

Drs Claire Donald and Barbara Kensington-Miller are both reviewers for the journal.

<http://www.jstor.org/page/journal/teachlearninqu/about.html>

Long distance collaborations

In 2012, Barbara had a unique opportunity to participate in an international writing group initiative offered through the ISSOTL [International Society for the Scholarship of Teaching and Learning] conference. She writes:

Eight groups of eight participants were selected in April 2012. I joined a group writing on 'academic identity of SOTL practitioners'. Each group included senior and junior scholars and at least one PhD student. My group included members from Canada [3], U.S.A [1], England [2], Hungary [1] and NZ [1], but 13 countries were represented over all the groups.



We did most of the writing at a distance, but the key part of the process was a two-day residential event just prior to the ISSOTL12 conference in Canada, in October 2012. We spent this time discussing the focus of our paper, defining terms, and drafting a 2000 word synopsis of our proposed paper. All the groups' synopses were posted on a dedicated website. Each participant was asked to comment on at least two papers, one allocated and another of their choice.

At the two-day meeting, participants met face-to-face, many for the first time. First we brainstormed and clarified the focus of our papers in a mixture of individual group and whole group meetings. After a short presentation and discussion with another group, we moved on to a liquid café session where each group posed a question they'd like help with. By the end of the two days, all groups had refined their papers and agreed on a plan to complete their article by the deadline of January 2013.

Following the review process, articles were published in a special edition for the inaugural issue of *Teaching & Learning Inquiry: The ISSOTL Journal*.

Links

JPAAP: <http://jpaap.napier.ac.uk/index.php/jpaap>

Teaching and Learning Inquiry: The ISSOTL Journal

<http://www.jstor.org/page/journal/teachlearninqu/about.html>

issotl collaborations: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol8/iss1/12/>

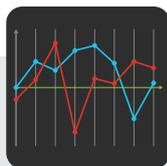
TERNZ medal recipient, 2013 – Research with major impact

Professor Helen Sword has been named as the 2013 recipient of the HERDSA-TERNZ Research Medal. The Higher Education Research and Development Society of Australasia (HERDSA) awards this medal each year to a researcher who has made a major impact on the tertiary education research environment in New Zealand.

The medal will be presented at the 2014 HERDSA-TERNZ conference, which will be hosted by CLeaR later this year.



Learning analytics



Educational research on pedagogies that support effective learning has long been concerned with establishing strong evidence for “what works” and “why”. More recently, educational technology researchers have explored ways to harness data stored by website logs and learning management systems. This emerging field of research is known as learning analytics. Preliminary findings indicate this data helps teachers to better understand their students’ learning, and so can inform their decisions about designing for elearning.

The challenge is to find ways to translate this data into meaningful feedback that teachers can readily access for use in their course design and daily teaching. This becomes more pertinent as the University prepares for its first delivery of MOOC’s (Massively Open and Online Courses) in 2014. Academics need to be resourced and equipped to make informed decisions about effective learning designs in ever-widening areas of online pedagogy.

The Elearning Group at CLeaR has the unique opportunity to support academics in this area by analysing data routinely collected by CourseBuilder (see p.10) and other widely used elearning systems at the University. The student usage data these systems store provide a rich resource that we wish to use to plan for and devise tools that teachers can use to access such data in meaningful ways. This will inform course design and planning, as well as confirm or challenge their implicit assumptions about student learning.

The project is in the very early stages. We are assembling the research team, applying for funding and reviewing the research literature.

Research Projects win funding

Dr ‘Ema Wolfgramm-Foliaki (CLeaR), Associate Professor Airini and Dr Lorri Santamaria (both from Education) have won a 2013 Worldwide Universities Network (WUN) research development grant for their project on Widening Participation: First in the Family to attend University (FIFU). The project examines experiences of indigenous, Pasifika and other students who are ‘first in their families’ to attend university.



This research falls under the WUN Global Challenge in Higher Education and Research (GHEAR), which seeks to address the sources, mechanisms, and social structures behind today’s higher education challenges and to work collaboratively to propose reform policies for international research and education.

The challenges FIFU students face – and the risk of failure – are not unique to NZ students. They affect diverse populations in higher education globally. This project is a collaboration between the Universities of Auckland, Sydney, Western Australia, Capetown, and Berkeley (University of California). The FIFU challenge is highly relevant to university education agendas in these countries and from an ethical perspective, global collaboration is simply the right way to go. Every student with potential deserves the chance to succeed at university.

This research will design, test and authenticate a culturally appropriate methodology that:

- Provides evidence about multiple variables affecting FIFU success: influences, information, investment approaches and other factors that help or hinder FIFU educational opportunities and outcomes.
- Identifies good practice for university teaching and student support systems to enhance FIFU participation and achievement.
- Promotes critical innovative thinking about this global challenge of Higher Education and Research.

The group meets for the first time in Sydney in early March, and will present their preliminary progress report to the WUN GHEAR Steering Group in April.



The Liveable University

The Liveable University project is also funded through WUN via the Urban Research Seeding Fund of the Transforming Cities: Innovations for Sustainable Futures Thematic Research Initiative, which is hosted by NICAI and supported by a cross-faculty steering group. It is one of twelve new interdisciplinary project teams that fall under the umbrella of the Sustainable Future project.

The project will investigate the university as a microcosm, a test case of a liveable city.

The project team are Dr Stephen Turner (English; PI), Dr Sean Sturm (CLear), Associate Professor Niki Harré (Psychology) and Kirsten Locke (Critical Studies in Education); their research assistant is Anna Boswell (English). Sean writes:

The project will investigate the university as a microcosm, a test case of a liveable city. In the context of Auckland City's Learning Quarter and Auckland Plans, the team will consider the university's potential to be socially responsible, pro-creative and sustainable – and thus liveable. The idea of liveability addresses the university as an ecology – an intelligent system that works, or should work, for the flourishing of people and the nourishing of place.

We have two main goals in mind (other than securing further funding for our seed project):

- to build relationships with institutes and individuals concerned with sustainable urban environments elsewhere; and
- to stage an interactive exhibition/symposium that engages the university community (staff, students, alumni and the public) in games of social value that explore a liveable university.

Links

WUN Global Challenge in Higher Education and Research (GHEAR): <http://www.wun.ac.uk/challenges/globalHE>

Transforming cities: <http://www.creative.auckland.ac.nz/en/about/our-faculty/schools-programmes-and-centres/transforming-cities.html>

Mapping tertiary teaching and learning funding in Australia and New Zealand

Two academics from CLear, Sean Sturm (PI) and Barbara Kensington-Miller (AI), are to represent New Zealand on a new trans-Tasman research project funded by the Australian Office of Learning and Teaching. Dr Gavin Sanderson from the University of South Australia, is co-Principal Investigator

This project bears the rather lengthy title Mapping Institutional Resources and Processes; Supporting the Development of Tertiary Learning and Teaching Grant Applications.

In short, it aims to map how tertiary institutions in New Zealand and Australia support competitive teaching and learning funding applications. It will develop and disseminate a typology to assist institutions to benchmark their resources and processes against those of other institutions and to better support teaching and learning innovation.

This project aims to map how tertiary institutions in New Zealand and Australia support competitive teaching and learning funding applications.

The NZ team will map Ako Aotearoa, Teaching and Learning Research Initiative (TLRI), Royal Society (Marsden Fund), Health Research Council, the Ministry of Business, Innovation and Employment (Health and Society Research Fund) and other funding.

It has a longer-term goal. In addition to assisting tertiary institutions in New Zealand to better support teaching and learning innovation, it aims to raise the profile and status of teaching and learning in tertiary institutions and beyond. (In Australia, teaching and learning research is accorded the same status as disciplinary research for the purpose of funding and their research assessment exercise [ERA]).

Summer Scholar, Katie Godber (Education) has supported Sean and Barbara in their venture into unknown territory, – an excellent head start.

Sean and Barbara will meet with Gavin in Adelaide in early April.

CLeaR Liaison

CLeaR has a new team of Faculty Liaison Representatives; one for each faculty and some central service divisions. These liaison roles will provide a conduit between the faculties and CLeaR for disseminating information back and forth on teaching and learning initiatives, examples of best practice, networks and events on teaching and learning. We hope this will raise awareness of CLeaR's work and how it aligns with work in the faculties.

Dr Claire Donald is the CLeaR Faculty Liaison Coordinator. Please contact her at: c.donald@auckland.ac.nz or your Faculty Liaison Representative with any information you think we should be aware of.

CLeaR staff with Faculty Liaison roles



Science
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Zoë Pollard: Academic Programmes Administrator

"Alreet 'me lovers?!" as we say in Bristol (UK), where I grew up in the 80's surrounded by hippies - my artist mother (also researcher/historian and community development worker) and my musician father. Today a West Country visitor told me with some disdain that my accent has all but gone. I'm officially 'kiwi-fied' - and very happy about that I am!

On completing my BA (Hons) at the University of Herfordshire, like all good Arts graduates, I moved to London to pursue a career in a completely unrelated field - the media (BBC). At 30, feeling I had London/media burnout, I moved to Sydney where I worked as a Marketing and Events Coordinator. In 2010 I came to settle in New Zealand, having fallen in love with the country ten years earlier

when my brother emigrated here. Ironically, I am now busier than ever. My passions are music and dance - and I've recently been trying my hand at DJ-ing.

I have just begun an exciting new chapter in my career as CLeaR's Academic Programmes Administrator. I work closely with the Academic Development Group offering support with our flagship academic programmes: the PG Cert in Academic Practice, the Fellowship and CLeaR Lights: Leadership in Teaching programmes and Doctoral Academic Career Module.



I am also starting a (surprisingly positive) new chapter in my personal life, having just finished treatment for breast cancer. Happily, I'm slowly regaining my strength thanks to great support from my colleagues in CLeaR.