

# academix

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THE CENTRE  
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AND RESEARCH  
IN HIGHER  
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THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND



Like the beautiful flax wreath on its cover – woven by postgraduate researcher Linda Madden, assembled by CLeaR Executive Assistant Kaye Hodge, positioned by editor Liz Ramsay,

photographed by graphic designer Tony Chung – this issue of *academix* is the product of many hands, weaving together multiple strands of activity from across the University.

In the pages that follow, we invite you to revisit the highlights of CLeaR's 2015 Teaching and Learning Symposium, where the theme of "Student Engagement and Achievement" was enacted in a rich variety of ways: for example, through dynamic presentations by the 2015 CLeaR Faculty Fellows; through master classes in subject areas including opera, dance and Pasifika pedagogy; and through dynamic keynote addresses by award-winning geography lecturer JC Gaillard, who challenged the physical limitations of the lecture theatre by sending his audience into the aisles and out the doors, and by science communicator extraordinaire Siouxsie Wiles, who marshalled an astonishing array of creative media – blog posts, Twitter, video animation, bioluminescent art – to set the wonders of science aglow.

You can also read in this issue about CLeaR's involvement in Learning Analytics and meet some of the movers and shakers in this emerging field; find out about doctoral research going on at CLeaR; become acquainted with our 2015-2016 Summer Scholars; discover '23 Things for Research'; glean practical hints for integrating CourseBuilder courses into Canvas; learn how to give better feedback to Māori and Pasifika doctoral candidates; and much, much more. And finally, you can take a sneak peek into CLeaR's newest teaching spaces: the impressively versatile Teal Room (where else in the University can a research seminar be transformed within minutes into a table tennis tournament?) and the charmingly retro Ochre Room, where the available teaching technologies include both a state-of-the-art mobile touch screen and a whimsical wall of old-fashioned clipboards. We hope that you will join us this year as we learn and engage with our 2016 CLeaR theme, "Engaging with eLearning".

Helen Sword  
Professor and Director  
Centre for Learning and Research in Higher Education (CLeaR)

## 'Easily use learning analytics to answer your questions?' Yeah right!

CLeaR is involved in a collaborative Ako Aotearoa research project which aims to help remove the "Yeah right!" from this article title. Dr Claire Donald (CLeaR), a member of the research group, reports.

"The project, *Building an evidence-base for teaching and learning design using learning analytics data*, has two main aims: to identify teaching and learning design questions that are answerable by learning analytics data from common elearning systems, and to explore ways to present the raw data as accessible information for teachers.

"Dr Cathy Gunn (CLeaR) and Dr Jenny McDonald from the University of Otago are the co-leaders on the project. At our University, just as at Otago, we are in the very early stages of thinking about learning analytics (LA). There is a great deal of focus on student retention and progression in some faculties. For example, in large first year Statistics courses, students in danger of failing are sent emails triggered by Gradebook data in the Learning Management System (LMS). There is also some interest in course analytics, and there are smaller-scale research interests in using LA for learning design, modifying student behaviour and predictive modelling. Although we have a small number of pioneers, there has not been much interest at institutional level." Our University's recent adoption of a new LMS, Canvas, with its data analytics capability, has sparked greater awareness of the potential of LA and we think – and hope – this will spark a broader discussion about potential approaches to the use of learning analytics to support our students' learning.

"Our interest in the Elearning Group at CLeaR is in how LA can be used as a source of evidence of student learning to inform learning design, evaluation, assessment, teaching and educational research. We would like to see the use of LA as a mainstream practice alongside core teaching, learning and assessment 'business' across the University, but it is a long way off from this at present.

"We are also interested in LA use for students to inform and manage their own learning progress and performance. Some teaching staff are already making this possible (e.g. in the Faculty of Medical Health Sciences) and it is a focus of one of our colleagues' case studies in the Ako Aotearoa Learning Analytics Project. Many of our elearning champions in the different faculties are very interested in how they can use LA to help them understand student learning processes and improve the user experience."

CLeaR's research into learning analytics has been boosted by the arrival of Dr Marion Blumenstein, Dr Steve Leichtweis and Damon Ellis. Marion brings a wealth of experience in supporting student learning and in research. Steve and Damon have a longstanding interest in LA and continue to work on a project with Dr Jason Stephens at the Faculty of Education and Social Work. The project team developed a plugin for their LMS (Moodle) to provide LA data and functionality to support a first-year peer mentoring programme. The Arts Faculty developed a similar querying and reporting system for first-year monitoring using data from the Cecil LMS. Marion says, "It's good to hear increased interest in LA at our University. It reflects a global trend in higher education. LA has great potential to drive evidence-based improvements to learning, teaching and student success - but there are also challenges and misconceptions around it."

It has become more commonplace for LMS and educational software tools to offer LA. As at Otago, various bespoke systems are used here for learning and teaching. CourseBuilder (CB) is one such system. It was developed at CLeaR to address learning and teaching needs. One of our Ako project goals is to further develop CB's LA features. We are currently working on the database, the reports and the visualisations. We are also in the early stages of a parallel initiative – utilising Learning Technology Interoperability (LTI) – to integrate CB analytics with those generated from Canvas and other learning technologies used at our University.

If you're using learning analytics to inform your teaching, we'd love to hear from you.  
Contact: Claire Donald at [c.donald@auckland.ac.nz](mailto:c.donald@auckland.ac.nz)

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# Learning analytics: helping to understand and optimise learning

Learning analytics (LA) may be used to model student behaviour, predict performance, drop-out and retention; to increase (self-) reflection and (self-) awareness; to improve feedback and assessment, and as a recommendation of resources (Papamitsiou and Economides 2014). We asked four of our University colleagues for a brief report on how they are using LA.

## Seeking insights into student behaviour from learning analytics in Canvas



Andrew Eberhard, Professional Teaching Fellow, Department of Information Systems and Operations Management, Business School.

Canvas tracks all activities that students perform within the web interface. Academics can access some of this data in order to try and gain useful insights into their students' behaviours. Canvas offers a number of easily accessible reports that highlight these.

The primary report, called Course Analytics, provides a quick overview of what is happening in your course. It has 3 main components: an overview of student activity and page views, an overview of student assignment grade distributions, and lastly a list of individual student activity.

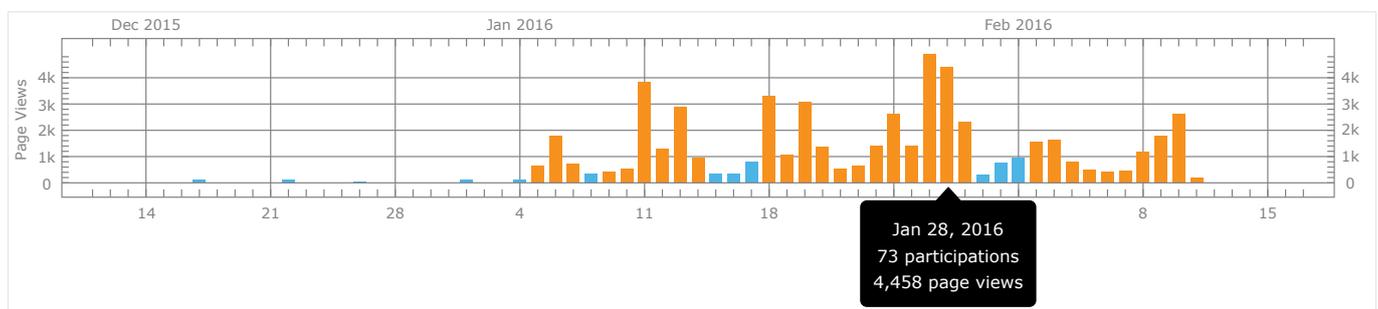
The overview of student activity and page views is useful for assessing trends in student participation and workload issues. You can identify peaks and troughs in terms of workload. This would prove particularly useful if you compared it with your colleagues who are teaching the same cohort of students to check for ways to even out the load.

The list of individual activity is a sortable report that is useful for seeing if individual students are engaging with the course. It provides a quick and easy way of identifying students who may not be putting in much effort.

Often, all it takes is a quiet word with them and you can help to motivate them to engage.

A more advanced report is the User Access report which shows which resources each individual student has accessed. This is particularly useful for analysing behaviours of students and looking at which resources are used the most.

As we learn how to use this data more effectively, we'll start to understand our students better. The more we look at the data, the clearer we will see.



An overview of student activity and page views in Canvas

## Evidence for best practice in an online course in the School of Population Health's Master of Public Health programme



Bridget Kool, Senior Lecturer, Epidemiology and Biostatistics, School of Population Health, Faculty of Medical and Health Sciences.

The course has around 100 students from a range of clinical and non-clinical backgrounds, including some recent BHSc graduates. The course structure includes a mix of brief recorded lectures (maximum of 20 minutes duration), online learning activities (non-assessed), and recommended readings.

As part of exploring how effective my teaching was – and also the effectiveness of the course website as both a delivery platform and for enhancing learning – I was interested in using the analytics function in CourseBuilder.

In 2015, I used this function to see how frequently students were accessing the course website, patterns of usage (e.g. time of day, did it increase before assessments were due). I could also use it to track individual students. For example where students had questions relating to course content or an assessment activity, I was able to look at how frequently they were accessing the website or particular pages and provide feedback regarding which areas could provide information or resources to assist with their study. At the end of the course I undertook some very crude analysis to see if there was any relationship between the number of times they had visited the course website and their overall grade. There was no correlation between total page views and final grade. This may be a feature of too small a sample, so I will combine this year's cohort data with last year's and also look at specific pages rather than total page views. I believe that learning analytics has the

potential to inform my teaching practice and I look forward to learning ways to better harness the potential of this information.

(continued over page)

# Learning analytics: helping to understand and optimise learning (continued)

## Using learning analytics to support an established peer mentoring programme for first year courses



Steve Leichtweis, Acting Head, Learning Group (CLearR) on a year's secondment from CreATE, Faculty of Education and Social Work.

We have explored the potential of incorporating learning analytics to support the efforts of an established student peer mentoring programme for two compulsory first year courses in the Bachelor of Education programme. The Faculty has had a peer mentoring programme in place since 2012. In 2014, two courses were redesigned to incorporate online components – moving away from a traditional large lecture delivery format.

While sustained and targeted interventions are hallmarks of an effective peer mentoring programme, research in learning analytics has to date focused on leveraging online student interactions without connection to the importance of student feedback and peer mentoring. A number of intervention programmes use automated emails to communicate with at-risk students; (Purdue University's Course Signals programme is a prime example). However, these routine and automated emails can easily become 'spam' from a student's perspective. As a result, one of the specific requirements for our project was to ensure that there was a human face for the 'actionable intelligence' gathered from learning analytics. Combining these two approaches has allowed us to focus on the provision of targeted 'just in time' interventions while leveraging a successful 'shared guidance' process that bypasses the problems produced by traditional teacher-student power differentials.

The results have been a lower number of fails and Did Not Complete (DNC) in these courses and a higher level of achievement.

The 2015 Fellows book, *Insights into practice: Teaching cases for student engagement and achievement* (see back cover) includes more detail on the collaboration with Dr Jason Stephens which Steve has written about here.

## Surfacing and sharing learning analytics with learners



Angela Tsai, Professional Teaching Fellow, School of Medical Sciences, Faculty of Medical Health Sciences.

MEDSCI 142 is a large (~1200 students) Semester Two introductory course in human anatomy and physiology. Since 2007, we have included in the course guide a graph of the previous cohort's term test score as a predictor of their final total mark in the course. By surfacing this data to students, we have enabled them to use it to self-evaluate and make the appropriate adjustments in their study approach in order to achieve their academic goals.

In 2013 – in an effort to enhance student engagement and achievement in the course – we designed and implemented two optional, non-grade-bearing teaching and learning activities (a mock test and a Piazza discussion forum). We collected, measured and compared the performance of participating and non-participating student pairs based on their Semester One Grade Point Average (GPA) on entry into the course. Essentially the data suggests that – in addition to a higher pass rate – participants on average also did significantly better in the course than non-participating students with the same entry GPA. We published visualisations of the aggregated 2013 correlational data in the 2014 course guide, and explained the observed correlation to the 2014 students in the introductory lecture. When we analysed the data at the end of 2014, we observed an increase in voluntary participation by students identified as 'at risk', and a disproportionate benefit from the participation. We continued this practice in 2015, showing students data from 2013 and 2014.

Although confounders and limitations – such as self-selection, non-independence – are inherent in uncontrolled studies like this and correlation does not imply causation, nonetheless, the emergent trends serve as a predictive model that students can evaluate. Since the initiatives are optional and non-grade-bearing, students are in no way compelled to participate in these initiatives over other learning activities they may believe would benefit their learning more. However, for students who are at a complete loss as to how they can improve their attainment, these visualisations may provide the encouragement and incentive they need to engage with learning aids. Student feedback suggests the statistics and visualisations also conveyed a welcomed sense of transparency and openness on the part of the course.

Just as researchers are striving to make their research more accessible and useful to the general public, I feel it is equally our responsibility as educators to focus on translating our 'gut feeling' and 'anecdotal evidence' of the benefits of instructional intervention into data and to make these accessible to our learners. This gives students the opportunity to evaluate the validity of the data for themselves and use this information to make autonomous decisions that ultimately facilitate their learning.

Reference:

Papamitsiou, Z., & Economides, A. (2014). Learning Analytics and Educational Data Mining in Practice: A Systematic Literature Review of Empirical Evidence, *Educational Technology & Society*, 17(4), 49–64. Retrieved from [http://www.ifets.info/journals/17\\_4/4.pdf](http://www.ifets.info/journals/17_4/4.pdf)

# Leveraging networks for professional development: Inspiration for a PhD

Academic development is a significant part of our business at CLeaR and at other learning and teaching units in the University. The outcomes of Ashwini Datt's PhD research on networked elearning capacity-development have the potential both to grow from and to feed into that work.

Although it was not straightforward for her to find a home for a doctorate based in practice, Ashwini says, "I always want to have a practical component to my study because I want it to be relevant in everyday work. That's why my topic is closely related to what I'm doing." Ashwini is very happy to be working with supervisors Dr John Egan (Director of the Learning Technology Unit at the Faculty of Medical and Health Sciences) and Professor Helen Sword (Director of CLeaR). It is sometimes suggested that there can be conflicts of interest having a boss as a supervisor, but Ashwini says she finds it quite easy to put on the student's hat. She thinks there is great value in working with someone who has a clear understanding of the context of her work. "Helen is keen to see what my study will bring into the programmes we offer here. It can feed into the approach we take to build capacity at this time of change generally – with the growth of elearning – and with Canvas in particular."

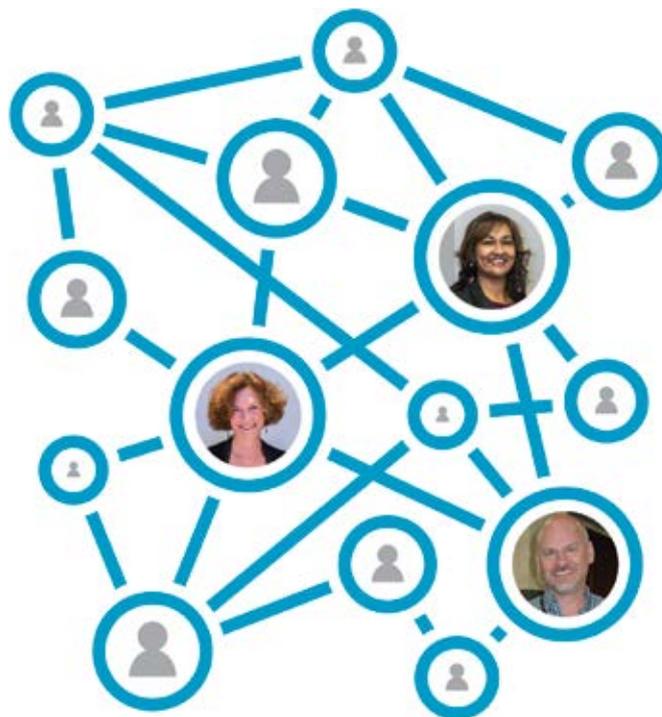
Ashwini's focus is not on tools or technology per se, but rather on learning and teaching with technology and how networks – both online and not exclusively or specifically online – influence that.

The purpose of her research is to develop, or leverage, models for learning and teaching networks that are sustainable and encourage people to build skills and capacity for technology-integrated teaching. By utilising both online and face-to-face networks, Ashwini hopes to show people how such networks can be utilised for their professional development.

Ashwini says, "People come to organised workshops or events but then there is little room for them to connect that to their work later on. Recent literature suggests that communities of practice can be somewhat 'locked down' while networks tend to be more 'liberal' – people can join whenever they like in whichever role they want, and any influences or insights they get from the network do not need to have an immediate impact. People can gain little gems from a network that they might use later on in their teaching (Wenger, Trayner & De Laat, 2011).

Ashwini has a longstanding interest in networks. Her Master's thesis focused on networking distance and face-to-face students to enable them to share knowledge and gain from interaction with each other, rather than solely depending on the teacher. At that time she was working as a Learning Designer at the University of the South Pacific (USP) and says,

"It was really important for everyone on distance courses to feel connected, even though they might be geographically isolated. Learners were spread over 12 different countries and, even within those countries, the centres can be very remote, so students can feel totally isolated. Their only means of connection with other students is through the university network. That sense of isolation can be quite challenging. Similarly, teachers in the



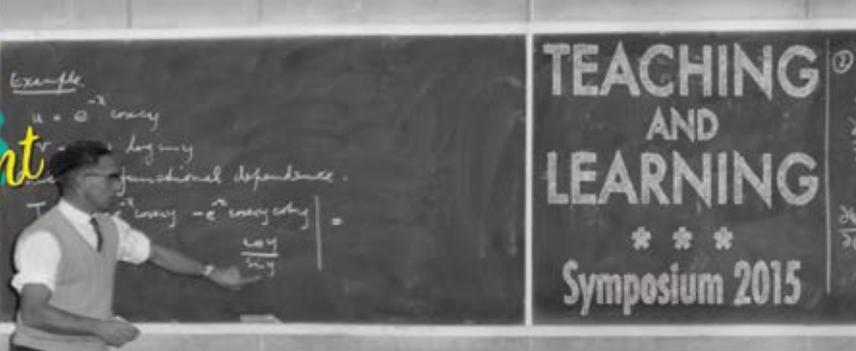
elearning world can find it quite difficult to get to the crux of what elearning is all about, to focus on the teaching and learning issues and how elearning fits with that, rather than on the different tools and technologies."

Ashwini would like to use Etienne Wenger's 'value creation stories' as one method in her PhD research. She is looking for stories where people who have leveraged networks talk about what value they gained from them, and whether those gains were immediate or longer term. She hopes to follow some people through their journey, looking at how they utilise the knowledge or skills they learned from the network later on, whether it was a significant influence and – if possible – how they documented it. If you are someone who has initiated, observed, joined or engaged in such networks, then please let her know at [a.datt@auckland.ac.nz](mailto:a.datt@auckland.ac.nz).

Ashwini's two supervisors bring different strengths to her doctoral experience. John supervises the practical aspects of her study; she expects that he will be more hands-on and will bring considerable expertise in research methodologies for this field. Helen brings an understanding of Ashwini's work context and expertise in academic writing.

CLeaR has recently reorganised its offices to allocate space for doctoral students. Most academic staff at CLeaR provide support as both main and co-supervisors. You can find out who they are, their preferred methodologies and supervision areas at [www.clear.auckland.ac.nz/app/supervision](http://www.clear.auckland.ac.nz/app/supervision)

# Engagement - & - Achievement



The theme of the 2015 CLeaR Learning and Teaching Symposium, ‘Student Engagement and Achievement’, struck a chord. We had record participation and much positive feedback. As Associate Professor Nikki Harré wrote, “It was ... so heart-warming to feel part of an organisation that values all types of learning. I felt as if I had entered the embrace of something very inclusive and accepting.”

Opening the event, the Vice-Chancellor, Professor Stuart McCutcheon, affirmed the strategic importance of teaching to the University. In closing, Professor Graeme Aitken (Dean of Education) spoke on the need for a definition of excellence in teaching, while Professor Helen Sword (Director, CLeaR) addressed the sea-change underway in tertiary learning and teaching.

In between, we heard keynotes from Associate Professor JC Gaillard and Dr Siouxsie Wiles and presentations from the 2015 CLeaR Fellows.

This year’s symposium also saw the introduction of masterclasses, a form of teaching that convenor Alistair Kwan had experienced in music, painting, bibliography, palaeography, and textual criticism. “Masterclasses let teachers demonstrate how they conceptualise their teaching, how they interpret learner outputs to diagnose learners’ immediate needs, and how they strategise intervention – you get to see the outcomes from applying them to the learners straight away,” he says. “You get to learn about the subject as well as its pedagogy and didactics. The masterclass isn’t an easy format to teach but, when done well, it naturally shows how we think *while* teaching. That’s what the symposium theme was about – teachers actually engaged, not just teachers talking about it.”

Rose Martin’s masterclass demonstrated her approach to dance pedagogy – students learnt a small vocabulary of moves, and then

worked in small groups to choreograph them into phrases. Students from the Dance Studies Department were joined by courageous audience volunteers to let the audience see how Rose’s verbal and gestural direction was interpreted and implemented by novices and advanced students alike, with apparently no disadvantage for mixed groups.

‘Ema Wolfgramm-Foliaki’s masterclass demonstrated the *kakala* both as a model of learning, and also as learning in action. Cameras showed close-ups of the learners’ hands to reveal how each learner grappled with different things, as evidenced by how well the flowers aligned on the string, and how they held the flowers and the needle (more about the *kakala* on p. 11).

Symposium elements resonated across genres and scales. “The parts of the symposium offered engagement on multiple levels – we got some kinds of engagement in the lecture theatre; other kinds at the conversations and activity tables over lunch,” explains Alistair. “Linda’s introduction to *harakeke* weaving offered a close-up interaction with Māori pedagogy to complement the *kakala* model; JC’s crowdsourced brainstorm was reflected in CreATE’s palette of Canvas resources; outreach tables from Psychology and Mathematics let us try our hand at the outreach of Siouxsie’s lecture, and Gregory’s insights into Mozart’s *Nozze di Figaro* found their matching macrocosm in the whole symposium’s folle journée.”



The master-class *Move your thinking: Developing kinaesthetic consciousness* illustrated how the moving body can create a sense of community when learning, can sustain student engagement, and can offer a kinaesthetic approach to thinking through and expressing complex ideas. Dr Rose Martin and five Dance Studies students worked with four audience members to physically experience the power of the moving body through brief games, tasks and dance phrases.



## Sing it again - with meaning!



L-R Robert Wiremu, vocal coach and accompanist, Gregory Camp, Amy Jansen (Countess Rosina), Kelly Harris (Susanna), Kayla Collingwood (Cherubino).

The School of Music's Dr Gregory Camp – with students and a colleague – illustrated how a knowledge of relevant theory can contribute to the musician's interpretation and the audience's understanding. The audience received a score and libretto to help them follow the class.

Gregory explained that in opera the 'recitative' conveys the story in the form of sung poetry. Having a beautiful voice is not enough. Even if you don't speak other languages – especially French, German and Italian – you need to have a good enough command of their structure to convey meaning. After all, it is only recently that opera audiences have been offered surtitles to help with understanding.

The idea underpinning the project Gregory explored, as a 2015 Clear Fellow, was "all about engagement. It's not about me, the Director, telling the students, 'You must sing it this way'. It's about giving them the tools to make decisions themselves about how and what they're going to sing."

It was fascinating for all, and untrained opera lovers in particular, to observe as the class unpicked the lines to help the students better convey meaning, characterisation and emotional impact. We were treated to two renditions of a scene from the opera to exemplify the benefits of an understanding of grammatical theory – allowing you to keep track of where you are in the metre, in the meaning, in the syntax, in the text – and musical devices, like the *appoggiatura*, which can be sung in different ways to build different characterisations.

They discussed a line of Cherubino's, *Io sono sì tremante* (I am so afraid). The students explained how their choices could affect the characterisation. For example they demonstrated different ways of singing the *appoggiatura*, explaining (and singing exemplars) that "if you go from above, you give a definite 'I'm scared' but if you

go from below, you sound more confident, giving you a different emotional context."

Gregory explained, "It's not just about the music on the page, it's about characterisation. There is no right or wrong answer. Both of those options are equally correct in a historically informed sense so it really depends on what you want to portray as the singer, as the character. Are you going to portray Cherubino as actually afraid – by singing the last syllable of *tremante* down and fading more like a sigh – or as putting on an act of being afraid – by singing the last syllable of *tremante* up, showing confidence. That's the kind of thing I like to discuss with the singers."

Gregory believes that although this is a very music-specific example, for many disciplines, it is relevant to get students to think not just about the end result but also about the theory that lies behind it.

"We asked questions like 'What is an *appoggiatura*? Where does it come from? How is the poetry structured?' In this session, we've taken in linguistics, musicology, history, poetry, song, characterisation and acting and drama. All of that is embedded into this type of theory into practice approach."

The project culminated in September 2015 with an Opera Scenes programme performed by the students and directed by Gregory. It had two sold-out houses. Watch out for tickets for a repeat this year.

### Opera Scenes 2016

16 and 17 September

For more information visit:  
[www.creative.auckland.ac.nz/en/about/events/events-2016/2016/09/opera-scenes.html](http://www.creative.auckland.ac.nz/en/about/events/events-2016/2016/09/opera-scenes.html)

# Taking science to the people

Dr Siouxsie Wiles is the winner of numerous prizes for science communication. In her keynote address to the symposium, she said, “My relationship with science is a bit like when you’ve met a special person and you want everybody to meet them because you just can’t help yourself!”



Dr Siouxsie Wiles (Photo supplied) Photographers Inc.

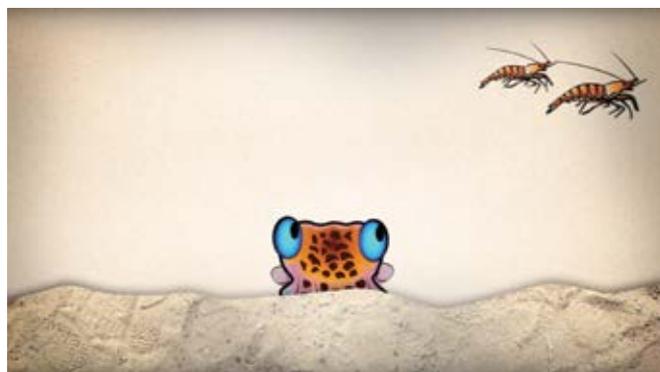
Siouxsie is a senior lecturer in the Department of Molecular Medicine and Pathology at the Faculty of Medical and Health Sciences, in a field where misinformation can be very dangerous so helping to rectify misconceptions is a strong motivation. Another is the belief that since her work is publicly funded, the public has a right to know what we do with their money, especially if we want its continued support!

In 2010 she started blogging, partly inspired by a desire to learn how to write less academically. Mostly, she was keen to inject a bit of science into stories about current issues, providing links to articles and translating microbiology papers for a general audience. Her posts cover topics ranging from the Zika virus to sexism in science.

Siouxsie writes for SciBlogs, a Science Media Centre initiative which has the largest aggregation of science bloggers in Australasia. The SciBlogs site states that it “brings together the best science bloggers in the country on one website, creating a hub for scientific analysis and discussion and facilitating reader interaction ... Our aim is to promote accurate, evidence-based reporting on science and technology by helping the media work more closely with the scientific community.” Siouxsie’s blog, *Infectious Thoughts*, has led to opportunities to contribute such a perspective on radio, television and newspapers as well as online media.

Twitter has led to similar opportunities. It enables you to ‘follow’ people whose ideas interest you even if you have no idea who they are. The science journals and journalists are there so you can get up-to-the-minute news. At least one of Siouxsie’s 3608 ‘followers’ is a radio producer. The hashtag enables you to follow conversations on subjects of interest. Siouxsie’s found she has an affinity for writing Twitter’s 140 character posts and has become an avid fan, even scheduling tweets to coincide with her conference presentations.

While real-time Twitter forums for science education can be “quite chaotic”, they are great fun. For example, #SciStuChat connects scientists with students. In #SciChatNZ and #EdChatNZ, people get together online at a certain time and, using hashtags, have conversations. There’s usually a theme and a curator, who asks the students’ questions. Anybody can answer so you meet people who share your interests. There is a focus on pedagogy. It connects high school teachers and primary school teachers with academics. “It’s very very cool,” says Siouxsie.



The Hawaiian bobtail squid - when science and nature collide, one of Siouxsie’s YouTube videos sponsored by the UK Society for Applied Microbiology.

Inspired by an animation she saw online, Siouxsie set out to learn how to tell a story in two minutes in a way that would engage and hold a person’s interest. The services of an animator do not come cheap (about \$500 for 30 seconds of video), and getting funding is a challenge unless you can relate the project to your research. Siouxsie raises funding, writes the scripts and records the vocals before liaising with the animator. The 4 animations made so far have been viewed over 32,000 times online and Siouxsie has been approached by lots of academics and schools who are keen to use them in their classes. A search for Siouxsie Wiles on youtube.com yields pages of results and not only of animations.



Image from Art in the Dark.

Art is another non-traditional way Siouxsie communicates her enthusiasm. First approached by artist Rebecca Klee to collaborate on an installation for Auckland’s Art in the Dark, further collaborations have taken bioluminescence as an artform further, demonstrating Siouxsie’s assertion that “In my lab we take nasty bacteria and make them glow in the dark, which is just awesome!”

## Links

sciblogs: <http://sciblogs.co.nz/blogs/infectious-thoughts>

scichatnz: <https://twitter.com/scichatnz>

edchatnz: <https://twitter.com/edchatnz>

scistuchat: <http://www.scistuchat.com>

# Engaging our home disciplines in pedagogy: taking academic learning outside the classroom

Participatory methods of teaching and learning may not immediately spring to mind as academic tools but Associate Professor JC Gaillard gave CLeaR Symposium attendees the opportunity to experience just that. He demonstrated how you might apply tools conventionally used outside the classroom to emphasise how much information and discussion you can tease out from students in a class.

JC works in the School of Environment, Faculty of Science. As a geographer, he is naturally interested in the relationships between people and place. One of his current research topics is *Participatory tools for disaster risk reduction*. He is, therefore, very familiar with participatory tools. He says his use of them in teaching stems from “our practice of actual disaster risk reduction work with local people, governments and NGOs. So this is practice-informed teaching.” With a little thought, he believes you can also apply such methods effectively in other disciplines.

JC gave the audience at his keynote a hands-on learning experience that literally took them beyond the lecture theatre. The large group of enthusiastic participants was divided into three according to faculties. Each group was directed outside the lecture theatre to a different carousel. The carousels consisted of five stations, each focusing on a different concept: *participation, enjoyment, critical thinking, curiosity* and *creativity*. Our learners spent two minutes at each station reflecting on how the concept manifested in the classroom.

Each carousel offered a different method to record the group’s thoughts, feelings and actions. Afterwards, back in the theatre, JC took time to reflect with the whole ‘class’ on differences we experienced through recording our thoughts using different media – ‘vivid’ or post it notes on flip charts, or chalk on the ground.

The session encouraged collaborative discussion and demonstrated that collective knowledge can be influenced by its mode of production and the way it is shared afterwards. JC notes that classroom activities can also include scoring, ranking or piling carousel data to explore nuances and further engage students with the material.

While these methods are not new within participatory work, JC observes that academic and participatory environments are largely siloed. Bridges between the academic learning environment (formal, books) and participatory or development work (with an emphasis on learning by doing) are few and far between.

## Conceptualising learning through the tools of learning

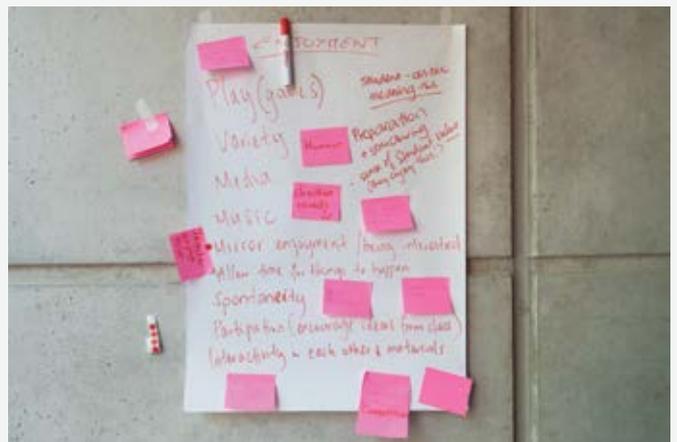
Doing academic work on and by participatory methods allows JC to reflect on practice through didactics. Among other strategies, his students use methods like the carousel to experience participation at first hand. Reflection is a part of the process. JC has found that students work beyond class time and gain real world knowledge – such as negotiation, conflict-resolution and time-keeping.

Trialling new methods and sharing your findings may sound time-consuming but it can count towards academic research and service requirements.

See over the page for JC’s tips.



JC leads a discussion on the flipchart method from the back of the lecture theatre.



The Enjoyment station at the post-it note carousel.



The group in action at the chalk on ground carousel.

For more images and an opportunity to comment, visit <https://www.coursebuilder.cad.auckland.ac.nz/flexicourses/4021/publish/1/3.html>

(continued over page)

### Tips for taking learning outside the classroom... contd p. 9

Of course, taking the classroom outside is not always easy. JC offers a few helpful hints for those who take up the challenge.

Balance pedagogy with students' concern for grades. JC says, "Your goal as a facilitator is to get bored. This means that participants are taking the reins. However, students have expectations and we are paid to teach! We can't revolutionise too much. We need to balance sharing knowledge and ensuring we contribute our knowledge as well – so we all merge in creating our own knowledges. Education is sharing knowledge."

While acknowledging that academic constructs – such as the rigidity of class times – present challenges, JC stresses that nonetheless, many tools *can* still be applied. Although seemingly removed from the real world, both the content and teaching aids develop skills that students can apply in a diverse range of settings, such as meetings, committees, or councils. He stresses that the

physical environment is 100% important. Going beyond the classroom, JC's favourite spot is in the rotunda at Albert Park!

Tanay Amirapu and Katherine Hore, two of JC's graduate students, teaching assistants, and partners in crime when facilitating participatory activities in the real world, assisted at his session.

#### Practical tips

- Be prepared for the unexpected.
- Be flexible.
- Expect students to react critically to new things. JC emphasises that it is really important to set the class culture from the start of the course, establishing that things will be different from what students may have previously experienced as a typical learning environment.
- Don't be afraid of making mistakes.

## CLear walks the talk on learning spaces

In 2015, CLear decided it was time to walk the talk with the design of its learning spaces. For too long, a focus on learning-centred teaching in higher education has not aligned with the spatial design of learning spaces. Too often spaces don't give us what we need, or give us what we don't need. The key to convivial and creative learning spaces is to make the spaces more flexible to allow learners to reshape them to their ends. We renovated two of our rooms to allow the staff who teach and learn in the rooms to explore the role of space in teaching practice. The Teal Room is a flexible seminar room for 25-40; the Ochre Room, a retro lounge space for 10-15. They have now become our main teaching spaces.



The Teal Room is a seminar room seating 25 to 40 depending on the room configuration. It has been furnished for flexibility, with wheeled chairs and whiteboard, and rectangular tables that are easily rearranged to enable group work. It doubles as a table tennis venue.



The Ochre Room is a lounge space that seats 10-15. The only visible technologies here are a movable touch screen and old school clipboards for note-taking. This informal learning space encourages the exploration and exchange of new ideas among a small group of learners. And it is a retro haven.

# The Kakala Research Framework



How does the process of making and giving a kakala (or garland) relate to developing culturally inclusive teaching practices and give insight into research methodology? Dr 'Ema Wolfgramm-Foliaki (CLear) explained to an enthralled audience at the CLear Symposium.

"The Kakala Research Framework was developed by Tongan poet and scholar Professor Konai Helu Thaman as an inclusive and holistic framework for teaching and research.

"*Kakala* is Tongan for the sweet fragrant garlands that we make to wear. For Tongans, whenever there is an occasion, one of the most important things is to make and wear our *kakala*. 'As with everything else in Tonga, each *kakala* is ranked, as each flower and design in a *kakala* are ranked' (Johansson-Fua, 2015). Which *kakala* we make and who we give it to depends on the occasion. The aim of making a garland is to gift it to someone, to show a connection and the importance of the relationship that is being established between you and your guest or a loved one."



Helen Sword re-gifts her kakala to Zoe Pollard, who worked with Alistair Kwan to coordinate our 2015 Symposium.

The Kakala Framework is made up of the three steps involved in making the garland, namely *toli*, *tui* and *luva*. *Toli*

is the gathering of flowers, leaves and materials needed. It requires skills and the knowledge of what to gather and where to get the flowers from. 'Ema can remember accompanying her late grandmother on many of these occasions, walking around their village to purposefully select and pick the flowers. She says, "You know exactly whose house has the particular tree with the flowers you want, so you go around and collect. Different people engage in this process. Everybody gets together to talk about what we need to make and where we will get the flowers. We discuss the purpose of the *kakala*. As in research, at the beginning, you prepare, you consult. Konai Thaman took this process to represent data collection (Thaman, 1993).

"The process of *tui* is when you begin to make sense of everything you have gathered and rank the flowers according to the type of *kakala* you're going to make. Who is it for? You return to the first stage – where you defined the purpose – and bring everything together to meet that aim." This is what Lillian is doing in the photo.

"*Luva* is the giving away of the *kakala*. As Thaman points out, 'The *kakala* is never meant to be kept indefinitely by the wearer; but to be given away to somebody else as a token of respect and love' (Thaman, 1993, p. 256).

"Johansson-Fua has expanded the Kakala Framework to begin with *teu* or the preparatory stage of the process where one conceptualises and plans the work to be done. She has also added *malie* and



Lillian Skudder from the Pasifika Success Centre at the Faculty of Education and Social Work making a kakala

*mafana* to the end of the framework. *Malie*, a point of reflection by all who have been involved, comes after the gifting of the *kakala*. In relation to research, we examine whether or not it was a worthwhile project and, more importantly, whether it serves to benefit members of the wider community. *Mafana* refers to 'warmth and something that is heartfelt that touches one emotionally'. Johansson-Fua takes this step as the evaluation point of the project where we ask whether the solutions provided are practical and whether any transformations required are sustainable. As in the process of making and presenting a garland, you want to make research useful, relevant and meaningful to those who will receive it.

References:

Thaman, K. H. (1993) *Kakala*. Suva, Fiji: Mana Publications.

Johansson-Fua, S. (2015). *Kakala Research Framework A Garland in Celebration of a Decade of Rethinking Education*. Retrieved from <http://repository.usp.ac.fj/8197/>



# Online Tools for Research

## 23 Things Professional Development Programme

Since 2014, more than 150 staff and students in the Faculty of Education and Social Work (EDSW) have registered for the *23 Things for Research* programme for professional development (PD). The programme's value is evident in the positive responses of participants, who are challenged to actively try out new tools and reflect on their experiences. It is now an additional resource on the "Increase Your Impact" researcher development programme run by the Office of the Deputy Vice-Chancellor Research.

*I enjoyed the whole course...one of the most enjoyable aspects was the online interaction with both the other participants and the excellent team at CreATE.*

*I really looked forward to Mondays and trying something new. I liked that it was basically self-paced and that I could work around my day-to-day tasks. Each thing was explained and presented well. An extremely worthwhile PD experience.*

*I'm now an addicted blogger and Tweeter – and having linked my Twitter, (professional) Facebook, Linked In and blog, I want to maintain a professional presence.*

*Your team kept the conversations going and the way each Thing was planned showed you cared for people's time as well as providing quality information.*

*I've joined Academia.edu and I'm getting a few visits on my page. I'm planning on adding papers to my page and trying to expand my networks.*

*Challenged my thinking and online behaviour relationship to my research – some tasks very, very clever! Great CreATE team fun!*

23 Things is a digital literacy professional development programme originally developed at the Public Library of Charlotte & Mecklenburg County, USA, to raise library staff awareness of Web 2.0 technologies. More recently universities including Melbourne, Oxford and Cambridge have adapted it for the tertiary research context.

In mid-2014, learning designers at EDSW's Centre for Creative Application of Technology in Education (CreATE) further adapted and updated the content and resources to suit the needs of University of Auckland academics, professional staff and doctoral students. CreATE staff – with enthusiastic support and feedback from Epsom campus Library staff – facilitate the online community created around the programme.

*23 Things for Research* introduces participants to a wide range of digital tools. Some – like cloud storage, collaboration, note-taking and reference management

tools – focus on productivity; others – like data visualisation and survey tools – offer new ways to think about research. You can also learn more about online identity and develop a personal brand through the use of academic CV tools and content curation. Issues of personal online security and copyright are covered as well.

EDSW is charged with training effective educators for 21st Century classrooms and supporting active researchers. So one of CreATE's imperatives is to develop accessible PD opportunities that build a greater understanding and awareness of the best online teaching, research and social media tools while enabling staff and students to engage at their own pace.

Recognising that staff and students have a variety of interests and levels of digital literacy, the programme allows for different levels of engagement. Some participants viewed content without actively engaging in the activities or the facilitated online

community, while others strategically and selectively engaged with specific Things.

Weekly prizes for coffee or shopping vouchers were a popular incentive. The approximately 20% who completed all 23 Things and actively blogged about their experiences on a routine basis, went into the grand prize draw for an iPad mini .

CreATE has recently developed and launched *23 Teaching Things* to increase the digital literacy and confidence of new teacher education students so they can leverage digital tools and devices to enhance learning in the classroom.

For more information:

CreATE's 23 Things for Research  
[www.23research.com](http://www.23research.com)

Increase Your Impact programme  
(University of Auckland):  
<http://tinyurl.com/grefbn3>



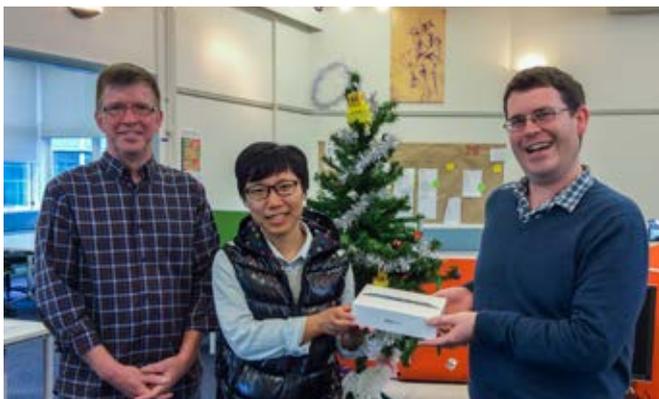
# Integrating Canvas and University elearning tools

## The 23 Things for research programme

Topic	Category
01 About 23 things	Introduction
02 Online security	
03 Start your blog	Blogging
04 Explore blogging	
05 News feeds	
06 Twitter	
07 Your personal brand	
08 Public CV	
09 Academic CV	Identity
10 Content curation	
11 Exploring presentations and videos	Multimedia
12 Making and sharing presentations and videos	
13 Wikis	
14 Exploring images	
15 Creative Commons and copyright	
16 Reference management tools	Production
17 Note taking	
18 Cloud storage and collaboration	
19 Live communication	
20 Data visualisation	Research
21 Linking and tracking	
22 Survey tools	
23 Final reflections	Conclusion

## Introducing Dr Steve Leichtweis

Steve led CreATE during the development of the 23 Things programme. He is currently on secondment to CLeaR to head CLeaR's Elearning Group for 2016. You can contact him at [s.leichtweis@auckland.ac.nz](mailto:s.leichtweis@auckland.ac.nz), extension: 82962.



L-R Steve Leichtweis, Lucen Liu (the EDSW doctoral student who won the iPad mini for completing 23 Things for research) and Damon Ellis, Learning Designer (CreATE).

## CourseBuilder and Canvas

CLeaR is exploring options to integrate the CourseBuilder (CB) authoring experience more fully into the Canvas Learning Management System (LMS). Ideally we would like staff to be able to seamlessly leverage the strengths of both CB and Canvas. For example, CB allows you to integrate easy-to-use functionalities, such as powerful multimedia elements, with quizzes and/or reflections in context. LMS's tend to have a more compartmentalised granular design. Using Learning Technology Interoperability (LTI) standards, we are working on a proof-of-concept version of CB functionality as plugins (or apps) for Canvas.



Some colleagues are revelling in the Canvas Community and Canvas Commons, but leveraging them to extend Canvas' capabilities often requires the confidence, experience and knowledge to work with basic html. Some CB authors who do not have these skills have nonetheless grown accustomed to being able to create an aesthetically appealing learning environment that fits their needs.

At the moment, authors are surfacing their CB sites in Canvas in a number of ways. Some users are:

- Fulfilling the minimum requirements in Canvas – and removing that information from their CB website – and using the Redirect Tool to embed the website in Canvas, in much the same way as they did in Cecil. They may give instructions on the readings, like “read pp 24 - 36”, and link to the entire Talis reading list for the course. It is easy for students to find the readings if your list matches the course structure (week/topic etc).
- Using Canvas Modules for the main course navigation and linking to the topic/week etc in their CB website using the External URL Tool. Using Modules allows you to link to a specific topic within the Talis reading list, providing a better student experience.
- Totally transferring their course to Canvas.

Tip: CB gives you the option to suppress the banner and collapse the navigation menu to provide both a more seamless student experience and more screen ‘real estate’ within Canvas. In CB, go to Course Preferences > Appearance tab.

## MCQResults users

Associate Professor Roger Booth (FMHS) has modified the MCQ Results application to handle class list files derived from Canvas. You can export a list in cvs format from the Canvas Grades page and that can now be imported directly into MCQ Results (in place of the Cecil student file that we used previously). Alternatively, you can go to the Canvas Course Roster page, select all the information in the table (including the blue column titles) by dragging across and down the table, and then copy that and paste it into an Excel spreadsheet. MCQ Results will accept that as well. Finally, you can create your own spreadsheet of names, ids and usernames by hand if you wish.

The Instruction page in MCQ Results has information about the .csv, .xls or .xlsx file formats and column titles accepted for the class list file. The formats of Scantron and Teleform files remains unchanged.

# CLeaR Summer Scholars

Over the summer break CLeaR welcomed four university students as part of the 2015-16 Summer Research Scholarship programme, designed to give students the opportunity to gain research experience and to inspire them to pursue postgraduate study. Successful applicants received a stipend for 400 hours of supervised research work. Our Summer Scholars had a diverse set of skills and varied academic backgrounds. All relished the opportunity to explore new concepts while building on their existing knowledge. They all also agreed that the experience was an excellent introduction to postgraduate research. The contribution from the students has been equally valued by CLeaR.

## **Economical climate monitoring for cultural heritage** **Alistair Kwan and Itay Ben Dom**

Cultural material preservation requires a good storage environment, characterised in part by temperature, humidity and the material's stability. New Zealand and Australia lack affordable ways to monitor those parameters. Unlike institutions in Europe and America, we do not have large-scale government funding. We can easily fund neither the expensive equipment to monitor our storage environments, nor expert consultancy to improve them. Alistair balked at the cost of buying a logging machine himself. Instead he is working to develop a logger and calibration methods within reach of the smaller NZ institutions which are otherwise excluded from this aspect of good preservation practice. Alistair's prototype cost under \$50 and required no specialised tools, but ran for only a day before the batteries went flat.

Summer scholar Itay Ben Dom is re-engineering the device to work for months at a time, and exploring possibilities for Bluetooth data download and an Android visualisation app that would make it easier for non-scientific museum and library staff to think through how humidity and temperature affect collections under their stewardship.

## **The built pedagogy of universities** **Sean Sturm and Mandy Te**

The Summer Scholar programme has seen Sean Sturm and Mandy Te collaborate towards Sean's Marsden Fund application and forthcoming book that focus on the "built pedagogy" of universities. Mandy has spent the summer producing an annotated bibliography of canonical learning spaces literature. The architectural, empirical, institutional, pedagogical and philosophical research Mandy has reviewed will function as a springboard from which Sean can discuss the ways in which learning spaces shape learning and learners, in turn, shape learning spaces. Sean commented that he found Mandy really self-directed, focused and easy to work with.

Mandy observed that producing the bibliography enhanced her research skills and introduced her to material that she wouldn't normally read about in her spare time, although there was some overlap with her background in media and communication studies. She believes that the experience has taught her to write more succinctly and to dig more deeply into what she is researching – skills that she will readily apply in her future career in journalism. Longer term, what was also valuable for her was "wider exposure to the academic world, but also to looking differently at everyday things such as space, architecture and geography."

## **How academics write – Helen Sword and Marc Reinhardt**

Over the past 4 years Professor Helen Sword has been collecting detailed accounts of academics' daily writing habits, their professional formation as writers and their writing-related emotions. This rich trove of research data is in the form of 1250 questionnaires which have been coded to yield some basic demographic data. As a 2015-16 summer scholar, Marc has been working to mine this data more deeply, drawing on his quantitative and qualitative skill to unearth more detailed and nuanced information regarding how academics write. This includes trying to find meaning from the responses to a questionnaire given to a large number of academics all over the world, as well as more in-depth interviews with successful academic writers.

Marc has a broad background which suits the interdisciplinary nature of the project. His background is in the social sciences and humanities, having majored in Politics and Economics at the University of Auckland and more recently graduating with a BCom (Honours) in Economics.

"This is an entirely new research topic for me. As well as gaining a greater insight into the field of higher education research, I will also be developing my qualitative research skills."

## **Understanding feedback on Māori and Pacific doctoral writing – Susan Carter and Daniel Badenhorst**

Susan's call for a Summer Scholar read, "My summer research project entails reviewing literature on supporting Māori and Pacific doctoral writing. The work will entail searching data bases, reading and analysing literature, and producing a co-authored literature review with me.

"My supervision will scaffold the student into finding literature, analysing it critically and producing a written review that demonstrates scholarly analysis and awareness of academic expectations. This would be an ideal project for a Māori or Pacific student intending to go further with a priority group focus in Education."

Daniel Badenhorst applied for the scholarship because the project overlaps with his own interests in Māori pedagogies. Daniel's undergraduate studies have been centred in the Māori Department and Social Sciences. He speculates that his own future research might aim to uncover pre-contact Māori pedagogies by close-reading early proverbs, myths and *waiata*. The literature review he is doing for the project will make a starting point for future work. Daniel contributed the article opposite.

# Speaking across cultures: How to give better feedback to Māori and Pasifika doctoral candidates

Supervisors who attended the hui, *Supporting doctoral writing by Māori and Pasifika students*, wanted to share good practice in order to work with their current and future Māori and Pasifika candidates. The hui was part of a day-long CLear forum, the *Doctoral writing process: Feedback and feed forward* (November 2015). Here, Daniel Badenhorst shares his notes with us.

The session was invaluable in probing the supervision issues of working with a doctoral candidate whose world is unfamiliar. Much of the talk identified the problems encountered by Māori and Pasifika candidates, although the *hui* goal was to move beyond the challenges to suggestions for supervisor good practice. Articulating difficulties established that being is multi-dimensional and that learning occurs in multiple ways – as always with supervision, supervisors need to adapt to each student.

Once attendees split into groups to discuss possibilities, the negative was abandoned and conversation surged into the realm of affirmation. What follows constitutes a list – not definitive in any sense – of successful techniques and speculative strategies that may hold promise of increasing the quality of doctoral feedback for Māori and Pasifika candidates.

## Oral feedback is important: korero

Marking up manuscripts is helpful, but supervisors should also *korero* (talk) in giving feedback. Candidates should be encouraged to record feedback sessions. We know that *korero* is of particular importance for both Pasifika and Māori learning and recording allows candidates to re-consult the verbal feedback where they find the written lacking.

## Ask questions

Question-posing pedagogy is the most effective way to ensure it is the student thinking and writing not the supervisor. Without this, one runs the risk that the research will create a reflection of the supervisor's purpose rather than their own. Early *hui* acknowledgement that the doctoral process is a *pākehā* socialisation process led to establishing that supervisors' feedback on writing should be involved in sparking-the-fire to engage the driving force of the candidate. When that is ignited, candidates are more likely to bring themselves and their own world to their work.

## Tone down the power relation that characterises the student-teacher relation

Supervisors should recognise the differential privilege that exists between supervisor and student. In order to mitigate – if not entirely negate – the alienation already felt by some Māori and Pasifika candidates throughout the academy – and society as a whole – it is useful to recognise and work to break down power and privilege difference. These candidates are building intersectional identities across cultures – you may need to collapse this binary to truly engage in dialogical learning.

## Acknowledge student expertise in te ao Māori and Pasifika (Māori and Pasifika worlds)

The supervisor needs to recognise that – in relation to the

candidate's cultural world – they are likely to be the learner. The process of learning and coming-to-know applies to both parties not merely the candidate.

## Encourage and engage with whānau involvement

Knowledge is held in common within te ao Māori in particular as well as within te ao Pasifika. One's voice and opinion on matters tends to be inextricably linked to the voices of others and shared knowledge is often – due to its social nature – *tapu*. Hence one is always in relation to a body of knowledge and experience that transcends the candidate's bodily presence. Being aware of this and not pushing candidates to share what they consider *tapu* will aid in creating an environment in which the candidate is not torn between the academy's tendency to bring all into the light of understanding and the imperative to protect some knowledges. Supervisors should acknowledge the importance of the knowledge that is shared.

## Feedback does not need to be di/triadic; more people may be involved

It's a commonplace that the thesis has one author and sometimes assumed that the doctorate is an individual effort. But because of the strong collective nature of Māori and Pasifika world view, more people may be consulted, or may want to meet and talk with the supervisor and to contribute to the research direction. The student's research may cross cultural worlds and supervisors ought not be fazed by this.

## Create a support network for supervisors

The *hui* felt it would be great to create a network of non-Māori/Pasifika supervisors who support one another in work with Māori/Pasifika candidates. This forum could generate a shared pool of skills and knowledge that other supervisors might access.

This suggestion stems from the air of anxiety that we all breathed and shared during the session. Other supervisors too can be anxious, for no other reason than that they are uncertain. Doctoral candidacy with two people of different cultures requires a meeting of two different worlds whereas people are often so familiar with their own experience that they fail to recognise the validity of the other's ways and customs. In order to ensure that the process is not a sole venture on the part of the supervisor it would be helpful to continuing *korero* about supervising Māori and Pasifika researchers.

Daniel is Dr Susan Carter's Summer Scholar and has a particular interest in Māori and indigenous pedagogies. (See opposite page)

## Get 'SET' for changes to course and teaching evaluations

During Semester One 2016, the University is implementing a new system to centralise and support summative course and teaching evaluations.

SET (Summative Evaluation Tool) provides a student-friendly, robust, timely and efficient process to collect and report summative evaluation information.

The introduction of SET means some changes to the process for evaluating courses and teaching. The new system also provides an opportunity to increase the use and support of formative methods of evaluating teaching, which can be used to enrich the information provided by SET. Formative evaluation allows for in-course feedback on teaching, which can include peer review, quick surveys, and self-reflection.

When documented and contextualised, such evaluations can provide material that may be included in academic portfolios to use for career purposes. For detailed information visit

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

## Engaging with digital teaching and learning: A 6 week 'mini-mooc'

Would you like to join a conversation and become part of an on-going support network on learning and teaching with technology?

We hope to build on the Canvas experience by giving you the opportunity to explore content and discussion within our University's elearning tools.

Content will be fully online and will run for a total of 6 weeks. Your experience in the course will depend on the shared expertise of the participants and the quality of reciprocal feedback rather than solely on the guidance of the course facilitator.

For more information and to register, visit

<https://flexiblelearning.auckland.ac.nz/mini-mooc703>



## CLear Faculty Fellowship Update

### Insights into practice from the 2015 CLear Fellows

The 2015 CLear Fellows have contributed the cases which make up *Insights into practice: Teaching cases for student engagement and achievement - He kēhi whakaako, kia eke ai te ākongā*. The cases are based on individual experience, but reveal common themes and challenges that many readers will find familiar.

Cases include creative ways to engage students from diverse backgrounds and to support their achievement in large classes. Blending affordances of technology into learning tasks and activities is another common approach, with both disciplinary knowledge acquisition and metacognitive skill development as aims for students. A third theme is the use of real world scenarios to enrich the learning experience and prepare students for professional practice after graduation. The application of theory to practice, and a hub for staff to share their experience of using common elearning tools to support different pedagogical strategies completes the collection.

Request a print copy from [clear@auckland.ac.nz](mailto:clear@auckland.ac.nz) (while stocks last) or find a copy online at: [www.clear.auckland.ac.nz/app/clear-fellows](http://www.clear.auckland.ac.nz/app/clear-fellows)

### CLear Fellowships under new leadership

Associate Professor Dawn Garbett from the Faculty of Education and Social Work has been seconded to CLear part-time to lead the Fellowship programme for 2016-17. You can contact her by email at [d.garbett@auckland.ac.nz](mailto:d.garbett@auckland.ac.nz) or by phone at 373 7599 ext 48972.

### 2017 CLear Fellowships

The theme for the 2017 CLear Fellowship is Writing, Writing Everywhere.

Aspiring Fellows may self-nominate or be nominated by a colleague. Applications will open in mid-April, 2016. To stay informed, please subscribe to CLear Alerts at [www.clear.auckland.ac.nz/app/subscribe](http://www.clear.auckland.ac.nz/app/subscribe)

