

# aCADemix

Issue 8 | Semester 2 2010

Virtual Server Farm

Showcases for Research

Contextualising Student Learning

New opportunities in Certificate of Academic Practice

Te Tai Tokerau: A Bicultural Teaching & Learning Environment

The Power of Video in the Teaching & Learning of Communication Skills

Report on Review into Inclusive Teaching and Learning Environments

Looking Terrific: The story of *El Jay*

Centre for Academic Development  
[www.cad.auckland.ac.nz](http://www.cad.auckland.ac.nz)



As many staff across the University will know, at the end of July there was a malicious attack on a CAD server. As a consequence, CourseBuilder services, CAD

websites and course booking systems were taken off line as a security measure. As we go to print, many but not all services are now back to normal.

CAD staff are grateful for the many messages of support we have received during this period of immense disruption. The situation has impacted on colleagues and students across the University and beyond, as well as disrupting the core business of CAD.

We have been working in partnership with ITS to fully restore all applications previously hosted on our server, and appreciate the support they have provided.

The impact of an event of this nature and its magnitude serves to highlight just how dependent we have become on a fully functional and secure digital environment for our teaching, research and professional endeavours.

We want to assure colleagues that, despite this extremely unfortunate event, we are committed to working with you to develop robust digital applications, modules and courses of the kind we regularly showcase through the pages of this magazine.

As an academic service in New Zealand's top-performing University, we in CAD are committed to providing the best learning and teaching support and the best examples of embedded elearning possible using current and emergent technologies.

I hope that the many and varied articles highlighted here provide inspiration for innovation in teaching, learning and research activities.

Lorraine Stefani  
Director, CAD

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ISSN	1170-5953 (Print) 1178-9093 (Online)

## Cover photo: Exhibitions at the University of Auckland

Did you miss the fashion exhibition, *Looking Terrific: The story of El Jay?* Over 7000 people visited during its six weeks season. If you did miss it, you can still look through the publications that accompanied the exhibition and from panoramas by Brian Donovan (CAD). Visit [www.creative.auckland.ac.nz/uoa/cnzard-creative-showcase](http://www.creative.auckland.ac.nz/uoa/cnzard-creative-showcase). (Our cover photo shows a detail of one of the panoramas, projected in stereographic perspective.) The House of El Jay was headed by Gus Fisher, who has also been a long-time benefactor and friend of The University of Auckland. Through his label, he was given exclusive rights to manufacture and sell Christian Dior originals and prêt-à-porter in the New Zealand market. Sadly, Gus Fisher died shortly after the exhibition closed.

Exhibitions are an intrinsic outcome of, and resource for, creative endeavour and research for staff and alumni in faculties such as the National Institute of Creative Arts and Industries (NICAI). The Gus Fisher Gallery is one of the showcases that fulfils this role for our University. For example, the recent El Jay exhibition was curated by Doris de Pont, Alumna of the University's Museums and Cultural Heritage programme and inaugural Director of New Zealand's Fashion Museum.

Since its establishment in 2001, the gallery has provided a venue for exhibitions showcasing the work and research of people associated with the University. Academically driven publications may motivate or accompany exhibitions. The list of these publications reads as something of a who's who of UoA academics publishing on art, architecture and design. Andrew Clifford, the Curator, says the gallery's location, half way between 'town and gown', is significant as the facility provides a public face for research in creative arts and industries. Archives are kept of all the exhibitions and provide a permanent resource for both staff and students. In future, those archives may also include the panoramas and other related high resolution material providing a depth of detail not feasible on the web.

In 2006, the University set up the Centre for New Zealand Art Research and Discovery (CNZARD) to manage the University's extensive and valuable art collection and to coordinate programmes at the Gus Fisher Gallery in the Kenneth Myers Centre and Window in the foyer of the University Library. Window provides a showcase for students across disciplines to work collaboratively on fast-changing exhibitions responding to contemporary issues and ideas.

The Centre's current research projects include art and architectural exhibitions and written works on an eclectic variety of topics in architecture, art and design.

Associate Professor Linda Tyler, CNZARD's Director, teaches Understanding Contemporary Visual Arts Practice (a general education paper) in the gallery. This provides a unique and stimulating context for the course and insight into the mounting of exhibitions.

For 360° panoramas and other specialised photography, contact Brian Donovan (CAD): [b.donovan@auckland](mailto:b.donovan@auckland) ([www.cad.auckland.ac.nz/index.php?p=flash\\_vr](http://www.cad.auckland.ac.nz/index.php?p=flash_vr))

For more information about the Art Collection or to discuss mounting an exhibition at the Gus Fisher Gallery, contact Linda Tyler, CNZARD: [l.tyler@auckland.ac.nz](mailto:l.tyler@auckland.ac.nz) [www.gusfishergallery.auckland.ac.nz](http://www.gusfishergallery.auckland.ac.nz)



In this picture, glimpses of the exhibition flank the wonderful glass dome in the foyer of the Kenneth Myers Centre (KMC). KMC was originally built for the New Zealand Broadcasting Board in 1934. The building is used extensively for teaching in NICAI and also houses the University's television studio which is managed by CAD's Photography & Television Group.

# CAD's web servers secure in ITS virtual server environment

In August, following a malicious attack on one of its servers, all CAD servers were taken offline while Information Technology Services (ITS) carried out a high-priority forensic analysis and followed their processes for reinstatement of web sites and services after a security breach. CAD services are now back online but not without considerable disruption to staff and students. CAD deeply regrets the trouble this has caused all those affected by the outage. This event has brought forward CAD's scheduled move to the ITS virtual server environment (aka virtual server farm), to guard against such an outage occurring again.

## What is a virtual server farm?

A web server is a computer that stores all the necessary files and digital processes that make up a website – it's where your browser 'fetches' a web page from. A virtual server is where a single server is divided into several 'virtual' servers, so that the various parts of your core business can each be housed in a separate, distinct area. A virtual server 'farm' is a term used to describe a cluster of such servers. In a world where computer hackers view tight security as an exciting challenge and all organisations are vulnerable to their malicious attacks, this is an important weapon in the defence armoury. It helps minimise the likelihood of hackers being successful.

The University's Information Technology Services (ITS) department initially developed and deployed its virtual server farm in a discrete environment with a view to wider application. In 2007 at the Educause Conference, ITS's Russell Smith and Tim Chaffe reported on the success of the development and how ITS was looking to consolidate and improve its ability to offer services to the entire University using this infrastructure approach. You can read the paper published by Educause at: [www.caudit.edu.au/educauseaustraliasia07/authors\\_papers/Chaffe-80.pdf](http://www.caudit.edu.au/educauseaustraliasia07/authors_papers/Chaffe-80.pdf)

## How this makes it safe

In line with the University's Strategic Plan and eLearning Strategy, CAD has supported various innovations in teaching and learning around the University. Different disciplines and teaching styles have different requirements and, over the years, CAD has assisted some departments by hosting web applications that meet their specific needs. Each new application comes with risks. A well-structured virtual server environment

prevents these risks impacting core business.

As more and more University staff and students made use of CAD's core services (CourseBuilder, the SLC website etc), CAD realised that those services should be housed on virtual servers, ideally in the server farm of the Enterprise Systems Group (ITS). A business case was approved earlier this year and ITS sponsored extra resources to accommodate CAD's core business. Migration was scheduled for September/October this year. CAD has always maintained backups of all its servers' essential websites and course-related materials especially those published from CourseBuilder. These back-ups already resided in the ITS server room which provides protection from physical dangers like power outages.

While such an up-to-date duplicate of content on back-up (mirror) servers ensures that hardware failure will not impact on services, material will still become inaccessible if the server is taken

offline as a security precaution. CAD has worked closely with ITS to ensure the new virtual servers have optimum security, modelling ITS standards. Under these circumstances, in the unlikely event of a breach in security, separation of core services will limit that breach to one section, thus minimising disruption and making the task of reinstating services much easier.

## ITS Online Information on security

As computers become more and more vital to our working lives, this event has provided a timely reminder that we all need to do what we can for the security of our computer environments.

ITS provides some information on the University website. For Essential Security Information visit: [www.security.auckland.ac.nz](http://www.security.auckland.ac.nz)

For relevant policies, visit: <http://policies.auckland.ac.nz/policies/Policies/staff-it.aspx>



## The real Shortland Street: The power of recreation and dramatisations as a teaching tool for communication

How do you teach communication skills effectively? It's difficult, but two recent projects in the Faculty of Medical and Health Science (FMHS) that use video developed by CAD's Television production unit have had excellent feedback.

The team that worked on the Cancer continuum videos say they were overjoyed when they read the following snippet in the Auckland University Medical Students' Association's magazine.

The Cancer Continuum

"A new initiative, this 8-hour set of video interviews takes you through the stories of 3 patients with bowel cancer. While potentially cringe worthy, the Faculty has managed to come up with a gem of a learning tool that can not only help you with your interview skills and consolidate the concepts of cancer, but will have you washed to and fro in the surging tide of emotion, from pure hatred for the annoying daughter to devastation when the cancer runs away with the patient's dignity" Quack: New Doctor, March 2010.

This unsolicited quote in a light-hearted fun magazine produced by students for students reinforced the team's belief that good video can provide a much more emotionally-based understanding of the interaction between clinicians and patients and can help students gain insight into a patient's experience of a chronic illness.

The videos are part of a package consisting of a DVD (with the videos and written communication and diagnostic images related to the cases), a website where students answer questions online, and tutorials and workshops involving role play and discussion. The videos provide a fly-on-the-wall view of physician-patient consultations and show that the physicians are not immune to emotion in such situations. This in turn stimulates discussion in workshops and tutorials. Some of the specialists on the videos also participate in the workshops and work with students exploring ways of dealing with such emotional situations.

Associate Professor Roger Booth (Academic Director, School of Medical Sciences) says, "The students see good examples of communication around ethical considerations such as confidentiality and informed consent – just how do you ensure patients understand a situation sufficiently to make informed choices without any feeling of coercion? How might you handle emotionally fraught situations?"

The package gives students a rounded understanding of what is happening in the various specialisations within the system. Although the scenarios all relate to bowel cancer, patients have different experiences and treatments according to where they come on the cancer continuum. Knowing what general



CAD's Richard Smith (Director/camera) and Tony Nelson (sound) video anaesthesiology scenarios on location.

practitioners and the various specialists do and how they interact with each other helps build a better overview of what patients and their families experience as they move through the system. The actors interact convincingly with the medical professionals in a range of circumstances from a heart-rending progression towards inevitable death, to the busy family man reluctant to give potential risks the priority they deserve.

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***While potentially cringe worthy, the Faculty has managed to come up with a gem of a learning tool that can not only help you with your interview skills and consolidate the concepts of cancer, but will have you washed to and fro in the surging tide of emotion, from pure hatred for the annoying daughter to devastation when the cancer runs away with the patient's dignity"***

Quack: New Doctor, March 2010

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The questions students answer on the website highlight important aspects of the whole process. They may relate to the videos, pathology or epidemiology of the patient's illness and can require independent thinking and further research. Students are able to refer to, add to or amend their answers and comments at any stage during the course of their study at the University of Auckland. No marks are attached to the online questions although there will be related questions in the exams.

In another FMHS initiative, Dr Jane Torrie (Director, Simulation-Based Training, Anaesthesiology) has also used video to help develop communication skills. The Anaesthesia Simulation Group with which Jane works, is primarily involved with education and research related to clinically experienced healthcare professionals - nurses, anaesthetic technicians and, occasionally, surgeons. It also 'trains the trainers', offering opportunities for educators who use simulation to learn these techniques.

She and her team recently worked with CAD's television production team to make a series of videos focusing on specific communication skills. An example is 'closed loop communication' between the team leader and team member: to avoid errors, the leader asks a specific person (not 'someone!') to do a task, the recipient acknowledges receipt of the information, reads back the instruction and seeks clarification if needed, and then returns to tell the leader the task has been completed.

"Good communication skills are particularly important where there's time pressure and uncertainty about what's going on. For example," says Jane, "if you don't have closed loop communication in a crisis, you can find people saying 'But I thought so-and-so was doing that!' We show examples of open loop communication and its problematic consequences and then good modelling of closed loop communication. This complements role play perfectly and we can also use it in large classes, where the video acts as a stimulus for small group discussion."

The courses offered by the Anaesthesia Simulation Group include immersive scenarios, enacted in a high fidelity simulation environment, simulating critical events in health, usually in the perioperative environment (caring for patients before, during or after theatre). These scenarios are recorded and played back to participants in the debriefing to aid reflective learning. Jane says, "There are always examples of important behaviours that help create an effective team and behaviours that aren't so effective and can lead to problems. Unfortunately, even though it would be extremely useful, we can't show those clips to other people. You can't put people in a critical situation and show things they're not happy about. In order for them to feel safe about participating in these exercises, they need to know those videos are going to be erased."

However, if these scenarios are transcribed and then recreated with actors, those issues of confidentiality disappear. Behaviours originally seen in clinical situations, in simulated crises or in episodes of patient care can be shown to other people. That can be used to stimulate reflection on what professionals have seen in their own environment, and how they might better manage those situations. Re-enacted videos created by the Anaesthesia Simulation Group working with CAD's Television production unit provide good examples of managing situations and scenarios where certain behaviours can have potentially problematic consequences. These short video clips are a great way to illustrate behaviours memorably and efficiently.



High quality video and sound are captured in the 3 camera studio and edited on the fly in the control room.

Last year the Anaesthesia Simulation Group was funded by a Teaching Improvement Grant to produce an initial set of videos of scenarios to be used in teaching FMHS undergraduates about teamwork skills in resuscitation. These have been used widely with undergraduates, postgraduates and people outside the University. Their success prompted the second series completed this year, in collaboration with Associate Professor Jennifer Weller, Head of the Centre for Medical & Health Sciences Education (CMHSE). Future research plans include evaluation of the effectiveness of on-line videos in learning new behavioural strategies in teamwork and communication.

photos supplied by television producer Richard Smith



Videos can recreate scenarios where good communication is vital for good outcomes. Less than perfect communication during critical events in health can be depicted by actors without compromising ethical considerations relating to the privacy of participants. Such video is valuable for stimulating reflection on communication and how it can be improved.

# A Postgraduate Certificate in Academic Practice (PGCert): does it really make a difference?

Dr Helen Sword, Convener of CAD's Post Graduate Certificate in Academic Practice (PGCert), would like to know the answer to this question. As part of ongoing research into the efficacy of the programme, she employed Ernie Barrington, an independent researcher with extensive experience in this field, to conduct confidential interviews with recent graduates. His anonymised research has shown that the PGCert has had a considerable impact on participants, and that students benefited from changes they made as a result of their study.

Ernie writes:

To gauge the effects of the Certificate, thirteen of the sixteen graduates from 2008-9 were interviewed in depth. Participants reported many new insights into teaching and research and greater understanding of their roles as academics. Early career academics reported most benefit from the course, but even their experienced colleagues reported getting new ideas for teaching and research and – sometimes – renewed energy as well.

A typical comment was:

*"The PGCert has helped me become a more pedagogically engaged and reflective teacher. I am also much more confident in what I do – I know where to benchmark myself against good practice and I am happy to express a more informed opinion on the way we should be going about teaching and learning in my department and faculty."*

The graduates believed their students had also benefited. While they often found it hard to make a precise causative link between the PGCert and student learning, some reported higher scores in end of semester student evaluations and positive comments on strategies initiated as a result of the PGCert. In general, they felt that students had gained because any changes they made, however small, were now based on sound pedagogical principles.

***"As a consequence of the PGCert course I am much more experimental. I was exposed to information about different learning styles, and it forced me to think about what kind of learners are in my classes and who I was targeting, and who I might be missing".***

There was also enthusiasm for some initiatives in university teaching, particularly regarding new technologies and elearning, with many lecturers giving themselves permission to try new strategies in their classrooms.

*"I feel that it is important for students to know about being professional within the virtual world because it's a changed literacy which I believe the students have to be engaged with."*

*"As a consequence of the PGCert course I am much more experimental. I was exposed to information about different learning styles, and it forced me to think about what kind of learners are in my classes and who I was targeting, and who I might be missing".*

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.

*"The PGCert is not all that valued in my department. It's because*

*of the culture that research is more important."*

*"Although there are enthusiastic and innovative teachers in my department, there is some fear from management about recommending the PGCert to others because of the time it takes and how it might cut into research time."*

Although participants did the PGCert because they were interested in teaching, quite a number said that doing the course gave a spur to their research and gave them ideas for research into the 'scholarship of teaching and learning' within their discipline. For many this was a completely novel concept. There was also a lot of interest in the various aspects of 'university citizenship' with discussions around work/life balance being enlightening. Graduates said this gave them new perspectives on their university careers.

***"The PGCert has helped me become a more pedagogically engaged and reflective teacher. I am also much more confident in what I do – I know where to benchmark myself against good practice and I am happy to express a more informed opinion on the way we should be going about teaching and learning in my department and faculty."***

Peer review – observing each other teaching – was another highly valued aspect of the PGCert – so much so that some graduates have continued it in their own department, and in one instance, a programme for peer review has been set up in a department.

The research (reported in late May) was overseen and managed by Dr Helen Sword of CAD.



Graduates from 2009 and Sem 2 2008. Clockwise from back left: Kris Gledhill, Dr Susan Carter, Dr Karen Day, Dr Darrell Patterson, Jim Greenslade (Absent: Dr Nickola Overall, Dr John Hamer, Judy Cockeram, Jim Speers, Alison Kent, Jennifer Frost, Pauline Cooper-loelu). A further four graduates (Dr Nicholas Rowe, Ashvin Thambyah, Raj Selvaratnam and Dr Richard Lin) completed in 2010. This brings the total number of graduates to 20. For a full profile of some of our graduates please visit the CAD Website (Academic Practice Group - PGCert in Academic Practice.)

# Cop this! Two new courses in PGCert also available as C.O.P.s

Could your academic writing do with a lift? Would you like to improve it in the context of your current research? Would you like more grounding in graduate research supervision?

In Semester 1, 2011, CAD will be offering new papers on these subjects. The papers will not only give more choices to current participants in the Postgraduate Certificate in Academic Practice (PGCert) programme, they will also be available to all UoA staff as Certificates of Proficiency (C.O.P.)

Prior to this, papers have only been available as part of the programme, which requires students to complete components over 4 consecutive semesters. (ACAD PRAC 701 Learning Teaching & Assessment is a 'double'.) In future, if staff gain a C.O.P. for one of these papers, it can take the place of the independent project in the current offering. You will still need to complete the Academic Citizenship and Professionalism (one semester) and Learning, Teaching and Assessment (two semesters) papers in order to graduate as PGCert.

If you'd like more information or to register on the courses, contact Tessa Sillifant at [t.sillifant@auckland.ac.nz](mailto:t.sillifant@auckland.ac.nz) or ext 88356 or visit :

[www.cad.auckland.ac.nz/index.php?p=pgcert](http://www.cad.auckland.ac.nz/index.php?p=pgcert)

## CAD Faculty Fellowships in Academic Practice

CAD has the pleasure of announcing the 2010 recipients of the CAD Faculty Fellowship in Academic Practice.

This Fellowship offers support and recognition to UoA staff enrolled in CAD's Postgraduate Certificate in Academic Practice. Each fellow receives a \$2500 grant-in-aid to assist with teaching relief, research assistance or similar expenses which may help lighten the recipient's workload during the enrolment period.

This year the Faculty Fellows are:

Rob Batty (Commercial Law)

Dr Chris Akroyd (Accounting and Finance)

Mary Hedges (Economics)

Dr Andrew Balemi (Statistics)

Dr Stephanie Budgett (Statistics)

Dr Craig Radford (Leigh Marine Research Centre)

Dr Peng Cao (Chemical and Material Engineering)

Dr Monica Kam (Physiology).

As CAD can only support one fellow from each Faculty, we would like to thank the Faculty of Business & Economics and the Faculty of Science for offering fellowships to the additional staff members nominated within their faculty. We would also like to thank all Deans and HoDs who have nominated staff for this programme. Faculties and Departments provide crucial support for PGCert.

## PGCert Course Outline for 2011

ACAD PRAC 702 - Academic Citizenship and Professionalism (*Compulsory 15pt course run over one semester*)

This paper is designed to help academic staff negotiate the sometimes conflicting demands of teaching, research and service. Explore the governmental, institutional and disciplinary contexts of your professional practice, and devise and implement strategies for fostering your continuing professional development as teachers, researchers, and citizens of the academy.

ACAD PRAC 701 - Learning, Teaching and Assessment (*Compulsory 30pt course run over two semesters*)

Become familiar with theoretically-informed scholarly literature on tertiary learning, teaching and assessment, including the educational literature of your own disciplines. Test theory against practice. All assignments and assessments will be integrated as closely as possible with your current teaching activities.

### Plus one of the following courses

ACAD PRAC 703 - Academic Writing and Research Productivity (*15pt course run over one semester*)

For academics who want to become more engaging and productive writers, whatever your research field. Interrogate your own writing practices and explore strategies for communicating effectively with both academic and non-academic audiences. All assignments and assessments will dovetail closely with your current research activities.

ACAD PRAC 704 - Supervising Graduate Research Students (*15pt course run over one semester*)

This course enquires into the theory and practice of graduate research supervision, including the nature of the relationship, what makes it effective, how to address the challenges that will inevitably arise, and ways to evaluate it. Readings and assignments will require a critical engagement with your experiences of supervision as students and supervisors.

ACAD PRAC 706 - Independent Project (*15pt course run over one semester*)

A guided research project based on current issues in academic practice. "Community of practice" seminars provide opportunities to discuss your work in progress and their finished projects with their peers.



Graduates from Semester 1, 2008: Andrew Luxton-Reilly, Drs Daniel Exeter, Mark Jones, Nancy November

# How do you best support study skills?

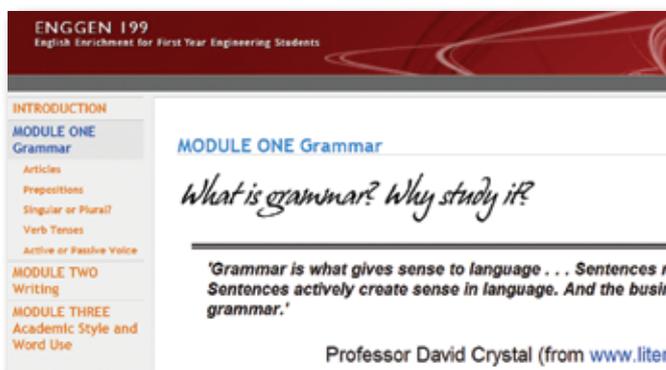
What's the best way to support students learning specific study skills? For years, educationalists have been polarised between those who believe such learning should be embedded within specific courses and those who see more merit in stand-alone generic courses.

The four-year collaboration between CAD and the Engineering Faculty to help 'at risk' first-year students with academic literacy skills seeks to combine the best of embedded provision within a distinct learning module, ENGGEN199. This year, 75 students will complete the programme of online study and workshops. Dr Hamish Cowan, the Student Learning Centre's Undergraduate coordinator reflects on the developments to date: "Using real engineering examples and writing tasks – or to use educational jargon 'contextualising the learning environment' - is vital to ensure students get the most from the course. Over the years we have aligned the course content and online activities with the technical writing skills they will need to demonstrate in second-year courses and in their professional careers."

Feedback from time-pressed students has led to most of the module's content being provided online through components that seek to hone students' skills in reading comprehension, grammar, academic writing and word use. This online environment, created by Siew Read in ELSAC, allows for self-paced learning and reduces the frequency of traditional workshops. The four compulsory SLC workshops allow the tutors – Hamish and Dr

Sean Sturm – to provide and respond to feedback on written activities that students post online before the class. Siew has developed the online materials in CourseBuilder, which means they can be readily customised to other contexts.

Siew, who has been involved in ENGGEN 199 from its inception, also designs and marks the 60-minute exit test that gauges student progress through the module. Any students who do not perform successfully on the test visit ELSAC to meet with a language advisor and for possible further study and assessment. After completing the programme, each student receives feedback as a guide for ongoing personal language development. According to Dr Penny Hacker, Head of ELSAC, "The importance of continuing language learning can't be overemphasised. ENGGEN 199 provides a starting point for students. It's not a 'quick fix' that will immediately turn students into producers of 'perfect academic English'. What we do hope is that, through having engaged in this content-specific module, students will approach their engineering assignments more confidently and with greater language accuracy; and continue to develop subject-related literacy skills throughout their programmes of study."



A website that hones English Language skills and where students answer questions.



Sean Sturm leads a discussion on issues arising from the tasks in the website.

## A historical perspective

While researching publications from the University archives, Dr Ian Brailsford (Academic Practice Group) has been struck by the way much of the material still resonates today. This quote comes from a report to the University of Auckland. It led to the establishment of the UoA Counselling Service in May 1966. Counselling Services developed study skills courses for students in the mid 1970s, leading to the establishment of the Student Learning Centre in the 1980s.

*"As human societies have grown more complex industrially, and populations more mobile, both geographically and socio-economically, universities have increased in size too rapidly for traditional teacher-student relations to be adequately maintained. At the same time, and for much the same reasons, traditional*

*supports for people afloat between school and adult society – family, church groups, locality groups – have become less effective, and the social distance between the generations correspondingly wider. An over-all upshot in most urban societies has been the emergence of more or less distinctive adolescent sub-cultures, seen at the simplest level in phenomena like teenage pop singer cultism, and in a more sophisticated way as the response of the alienated in an increasingly bewildering social environment to the challenges involved in the essential tasks of developing an adult identity."* from *Student Counselling and other Peripheral Support Services* Robert Priestley (University of Melbourne) October 1965.

# Creating an inclusive teaching & learning environment for students: Equity Office review

In 2009, the Equity Office conducted a University-wide review of our inclusive teaching and learning environment. The first two stages of the review involved interviewing a range of students and staff those students nominated as having supported them. In the third stage of the project, all University staff were invited to complete an anonymous online survey. A total of 434 surveys were returned.

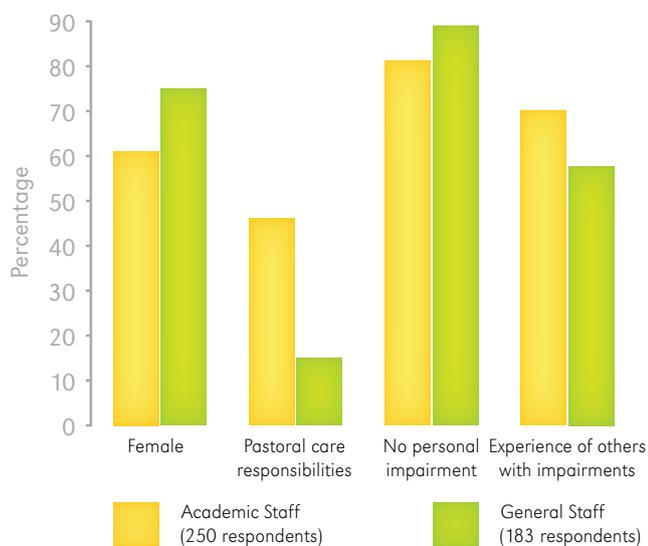
## What happened to the results?

Commendations and recommendations have been developed from the collated results. The final report covers policy, access to buildings and facilities, examinations and assessment, access to general and specialist services, teaching and learning, and disclosure. It also incorporates the best practice standards of *Kia Ōrite, Achieving Equity: the New Zealand Code of Practice for an Inclusive Tertiary Environment for Students with Impairments* and expertise from a number of specialist committees.

Kia Ōrite can be accessed at: [www.tec.govt.nz/documents/publications/kiaorite-codeofpractice.pdf](http://www.tec.govt.nz/documents/publications/kiaorite-codeofpractice.pdf)

## How are we doing?

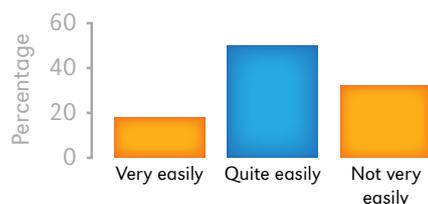
Generally the University has been responsive to issues and needs of students with disabilities. Jane Griffith (Disability Services Manager) says, "There have been a number of positive initiatives including the work of the Centre for Academic Development, the Equity Office, staff in Faculties and Departments, the Examinations Office, Property Services, and the Lecture Theatre Management Unit." Staff who responded to the survey were keen to enhance and develop their inclusive teaching and learning practice and many were already incorporating a range of inclusive practices. Staff were also aware of the need to balance access to support and services for students with impairments with respect for privacy.



The demographic nature of survey participants is thought-provoking. Respondents from different faculties and departments share common characteristics.

However, there is room for improvement! Firstly, some students were not aware that there were support services available or that they might be eligible for them. Secondly, while staff were generally supportive once they were aware of a student's learning requirements, some did not routinely implement further inclusive practices into their teaching. Finally, while students

acknowledged that support and encouragement from staff was critical in determining their own achievement and retention, many were concerned that disclosure would result in being either seen as a burden or stigmatised. On the other hand, staff were clear that disclosure was necessary to ensure that students with impairments received appropriate assistance.



Encouraging students to ask for support: How easily does your faculty/department/service division enable students to disclose impairments? (Academic staff: n=221)

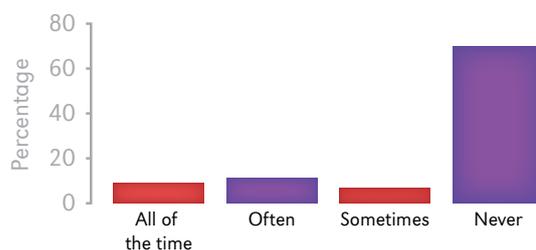
## What happens next?

The Equity Office has developed a project plan to implement the review recommendations. Some of the proposals will directly benefit staff. For example, the Teaching and Learning Quality Committee is currently developing inclusive practice guidelines for all staff, while the Equity Office is creating guidelines to support both staff and students on issues related to disclosure of impairments. A tangible step to improve the process has already been taken; each faculty has nominated a Disabilities Liaison representative to act as a facilitator between staff, students and Disability Services. It is hoped that this will reduce the need for students to repeatedly disclose their impairments. Finally, CAD will continue to enhance staff awareness through its annual Teaching and Learning Workshop Series with sessions on teaching inclusively and teaching to diversity. For more information visit [www.cad.auckland.ac.nz/content/files/apg/cad\\_tl\\_series\\_2010.pdf](http://www.cad.auckland.ac.nz/content/files/apg/cad_tl_series_2010.pdf)

The review report has been divided into four sections and can be downloaded from the Equity Office website at:

[www.auckland.ac.nz/uo/home/about/eo-equal-opportunities/eo-disability-services/](http://www.auckland.ac.nz/uo/home/about/eo-equal-opportunities/eo-disability-services/)

Those involved in the review would like to thank all staff who participated in the review process. You have moved us one step closer towards creating an inclusive educational environment at the University of Auckland.



Statements in course notes: Do your course notes include a statement about your willingness to make arrangements for students with impairments? (Academic staff: n=243)

## Te Tai Tokerau Campus: studying education within a bicultural environment

The name Tai Tokerau campus on CAD's staff list was a bit of a mystery to many of us in the Centre for Academic Development. On inquiry, we found that Hilary Gittos works for the Student Learning Centre at Te Tai Tokerau Campus in Whangarei. *aCADemix* visited Tai Tokerau to find out a bit more about it.

Te Tai Tokerau Campus is part of the Faculty of Education. It was established by the Auckland College of Education in 1992 to provide opportunities in Northland for students to complete vocational degrees in Education. Since then over 700 students have graduated, providing Northland and rural New Zealand with a pool of teachers (and principals) who understand and are responsive to the needs and

priorities of their communities. This is quite an achievement for a campus that began with 30 students (15 in early childhood and 15 in primary education). Now Tai Tokerau offers the Postgraduate Diploma (secondary) and the Bachelor in Education (primary). Its students can choose from two pathways: Huarahi Māori or English medium. Staff moderate between campuses to ensure consistency across the campuses.

Staff and students are passionate about the unique opportunities offered by the bicultural environment on campus. A high percentage of the students and staff is Māori, and a range of bicultural practices continually enhances the educational experiences of all staff and students on campus. Indeed, in 2009 two Tai Tokerau graduates were honoured as Senior Scholars in Education.

In 2004, Auckland College of Education became part of the University of Auckland. This has brought some advantages. The University's library provides a valuable resource to staff and students not only through its online databases but with a daily courier service coordinated by the Epsom campus library. In 2009, a New Start programme was successfully introduced at Tai Tokerau. It will be repeated this year with staff from both the city and Tai Tokerau campuses participating in the delivery of the programme. Tai Tokerau can seem a long way from central Auckland, so staff appreciate it when their needs are included in planning and strategising for centralised initiatives.

Team Solutions, an integral part of the Faculty of Education

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***The increase in regional campuses... gives more equitable access to a higher education. This change enables more adults, especially in the regions, a new start – creating opportunities for adults to participate in higher education irrespective of their background.***

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Heather Peters, Academic Director,  
Tai Tokerau Campus, SCENE, June 2009

providing professional development to teachers, also supports Northland teachers from its offices on Tai Tokerau Campus.

Education is not the only faculty with a University of Auckland presence in Northland. You can also study for a University of Auckland Māori Business Diploma, Masters in Nursing and complete the final year of a Medicine (MBChB) degree in Northland. As the only University

facility in the area, Tai Tokerau provides some central services which students from other faculties can use.

In a June 2009 article in Whangarei's *Scene* magazine, Heather Peters (Academic Director of Tai Tokerau) wrote:

*"The increase in regional campuses is significant and demonstrates the directions universities are moving in the 21st century. Broadening that base in the regions, including flexible delivery of programmes, gives more equitable access to a higher education. This change enables more adults, especially in the regions, a new start – creating opportunities for adults to participate in higher education irrespective of their background.*

*Regional campuses are a permanent and valuable part of metropolitan universities. Why do students choose a regional campus? Many students who have familial ties with the local area can enjoy reduced living costs; some are single parents trying to improve the job opportunities; others cannot relocate to city universities because of family situations.*

*Because students are close to their homes, local regional campuses have a unique relationship with their communities. Whether it be local research or practicum experience, almost all are linked to the local area. ... After completing their degrees, graduates usually return to local communities for employment and to contribute to the economic and social activities of their region."*



Te Tai Tokerau Campus (Team Solutions Buildings not shown)

photo supplied by Liz Ramsay

Given this, it is appropriate that there is an office of the Sir James Henare Research Institute on the campus.

Although staff are occasionally frustrated by the lack of some facilities, they love working at Tai Tokerau and are proud of the opportunities their campus provides. Despite being pushed for space and often having to 'make-do' with existing local facilities, the campus has a fine reputation. Standards are high. Frequent (often weekly) trips to meetings at the 'mother ship' in Auckland ensure consistency across both Faculty of Education campuses.

Students, especially those from the Far North, repeatedly say that without Tai Tokerau they wouldn't be enrolled in their degree because even if they could take their family to Auckland, they wouldn't be able to afford it. Many commute long distances or board in Whangarei during the week. It has been shown that if they can't study at Tai Tokerau, Northlanders who want to become teachers generally go to Waikato University or study by distance from Massey.

Even young students who fancy the razzamatazz of the big city often find it unaffordable and unfriendly and return home to continue their study. Staff find it satisfying when students say that they love Tai Tokerau, not only for its locality but also for its community feeling: the can-do attitude, the support from staff and fellow students and the way everybody helps everybody else.



Students enjoy feeling supported by staff and fellow students in the informal atmosphere of Tai Tokerau campus.

Photo: supplied by Te Tai Tokerau Campus

## Come and visit!

At graduation, visits from people like the Vice-Chancellor and the Dean of the Faculty of Education boost morale for both staff and students. Tai Tokerau staff welcome visitors. Fridays are a particularly good day from their point of view, so if you're heading up to the sunny north for the weekend and would like to arrange a visit, please email the office manager, Leanne McInnes: l.mcinnis@auckland.ac.nz. If aCADemix's experience is anything to go by, you'll get a great welcome and enjoy the experience of visiting this small but big-hearted campus.

## The kaiāwhina programme: student peer mentoring at Tai Tokerau

The special character of Northland is reflected in the community of staff and students at the Tai Tokerau campus of the university. This campus has developed in response to a local desire to empower and educate Northland people to take up teaching positions within their communities.

The kaiāwhina programme that was introduced two years ago at Tai Tokerau campus is a recent example of the responsiveness of the university to its community. At a campus Forum gathering, Tai Tokerau students asked the university to investigate the possibility of a peer mentoring programme to support newly enrolled students through their transition to tertiary study. The student roll at Tai Tokerau comprises many students for whom the tertiary environment can be unfamiliar and alienating, as many are mature students, many are Māori students, and furthermore, many are the first representative of their family to enrol in a tertiary institution.

The challenge was taken up by Student Learning Adviser, Hilary Gittos, who could see the potential for such a programme to improve both retention and success rates for northland students. Following research into different models of peer student mentoring, the Tai Tokerau kaiāwhina programme was developed and launched as a pilot in 2009. Hilary writes,

*"Kaiāwhina are selected from successful students who are enthusiastic about their studies, and keen to develop qualities of rangatiratanga through supporting and encouraging others. The kaiāwhina attend a one day course in preparation for their new role on campus, and play a key part in the local orientation programme, including carefully planned small group activities, where new students immediately can relate to an experienced successful student who will reassure and guide them during their early days on campus. Informal mentoring relationships continue as necessary throughout the academic year, and the programme is promoted in a variety of ways across the campus. The mentors gather regularly to share experiences, and evaluate the programme.*

*There is a supportive and purposeful atmosphere on campus, and anecdotal evidence that new students are now integrated more speedily into campus life, with very positive evaluations of the kaiāwhina programme and orientation activities.*

*For me, one of the most rewarding outcomes of this programme to date has been the privilege of witnessing the personal growth through manaakitanga for each of the kaiāwhina, and the resulting benefits for all our students of this development of our community."*

# Support for teaching

In 2010 the Faculty of Medical and Health Sciences (FMHS) launched a teaching hub and ePortfolio to support staff in developing and enhancing their teaching in line with University performance expectations. The project was sponsored by the Associate Dean Education (FMHS), Dr Mark Barrow, and driven by the Director of the Faculty's Learning Technology Unit (LTU), Dr Iain Doherty, working with the Faculty's Centre for Medical and Health Sciences Education. Iain has provided this article.

## Teaching and Learning Hub

The teaching and learning hub consists of a set of online resources to support staff in developing and enhancing their teaching. The hub modules were designed with reference to performance areas evaluated during the University promotion process. These performance areas – and the associated performance indicators – have been set out in a teaching performance rubric to help staff to develop their teaching in line with University expectations.

The modules cover:

- teaching delivery to facilitate learning;
- design and planning of courses and programmes;
- assessing learning and providing feedback;
- evaluation of practice and continuing professional development;
- contribution of scholarship & professional activities to teaching and learning;
- and student support, guidance and supervision.

Each module contains fundamental information to help staff to develop their teaching in a particular performance area. The modules also contain a list of references and additional resources for staff who want to take a research based

approach to enhancing and developing their teaching.

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***The hub modules were designed with reference to performance areas evaluated during the University promotion process. These performance areas – and the associated performance indicators – have been set out in a teaching performance rubric to help staff to develop their teaching in line with University expectations.***

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Evaluations carried out during development suggest that staff value the opportunity to engage in online learning activities designed to help them to quickly and easily develop their teaching at time and place of their own choosing. Staff also appreciate the fact that their professional development relates directly to their own teaching and to the University's performance expectations.

**Visit the FMHS Teaching and Learning Hub at [www.fmhshub.auckland.ac.nz](http://www.fmhshub.auckland.ac.nz)**

## ePortfolio

The ePortfolio - called myEPORTFOLIO - is an online application for maintaining teaching records for formative and summative purposes. A formative portfolio is created for personal and professional development. A summative portfolio can be used when applying for promotion, for continuation and for the annual performance review.

myEPORTFOLIO was broadly designed around a model of scholarly teaching. The form fields for the ePortfolio include:

- a record description for providing an overview of the portfolio entry;
- a reflection section for entering details concerning the teaching situation and the nature of the teaching challenge/opportunity;
- an action field for describing the nature of the teaching intervention;
- an evaluation field to present and analyse the results of the intervention;
- and a next steps field for describing follow on actions from the intervention.

Use of the ePortfolio is not mandatory for FMHS staff. Rather, the Faculty is promoting it along with the hub to engage teaching staff with the resources. Recently the Associate Dean of Education (Mark Barrow) and the Director of the Learning Technology Unit (Iain Doherty) presented the hub and the ePortfolio to teaching staff at two Faculty fora. Promotion of the resources will be ongoing within the Faculty.

**Visit myEPORTFOLIO at [www.fmhshub.auckland.ac.nz/](http://www.fmhshub.auckland.ac.nz/)**

The FMHS would like to thank Fiona Spence (independent learning designer) along with all CAD staff who made this project possible. The hub and ePortfolio were both developed using CourseBuilder with significant support from CAD web developers, Craig Housley and Wen Chen Hol. CAD's television production team led by Richard Smith also produced a range of videos for the hub.



Home Page of the FMHS Teaching and Learning Hub. The video clips of the Dean and Associate Dean Education (Faculty of Medical & Health Sciences) provide a powerful endorsement for the project.

## IT Literacy Programme: a fresh perspective



CAD's new IT Literacy Coordinator, Helen Sosna is not new to the University, having previously worked as Events Coordinator at Alumni and as IT Trainer for the PeopleSoftHR upgrade in 2008.

Helen is passionate about equipping staff to work efficiently through computer and software training, and she has hit the ground running, looking

for ways to improve the programme.

Helen also manages CAD's computer training rooms. CAD uses these not only for the IT literacy programme, but also for elearning related workshops. These rooms are also available for hire. She writes:

Linda Zimmer, IT Trainer said, "...digital literacy is not 'knowing' Microsoft Word and Excel or how to 'do' social media. It is a set of skills that allows people to operate effectively in digital environments."

Recent research analysis done for the NZ Computer Society shows that in New Zealand, adopting a digital literacy standard would heighten productivity in about 70% of employees at work by 20 minutes a day, or 7 hours a month. This brings to life the difference between the present and potential digital literacy of the average New Zealander, and how that affects their performance. So according to this analysis, 70% of all University

staff could save an extra 20 minutes everyday, and who wouldn't benefit from that?

A recent IT Literacy course attendee, Susie Scurfield (Office of the Vice-Chancellor), says, "Nothing is more encouraging than being able to put newly acquired knowledge instantly into practice! I welcomed the opportunity to update my vocational skills in a friendly, unpressured environment."

So what are you waiting for? Here at the IT Literacy programme we have a wide range of training on offer including presentation, database analysis, spreadsheets, web, bibliographic, email, word processing, and introduction to computing workshops. We can also customise workshops to suit your staff or postgraduate students' needs.

Speaking of the recent report into New Zealand's digital literacy situation the Director of the NZ Computer Society, Paul Matthews said "almost all the research shows - people who invest in teaching and tools have lower staff turnover and higher morale".

Please encourage your staff to attend relevant workshops to improve their skills. The investment is worth it!"

- Browse our website [www.cad.auckland.ac.nz/workshops](http://www.cad.auckland.ac.nz/workshops) and click on IT Literacy,
- Sign up for CAD Alerts, a fortnightly email listing upcoming workshops [www.cad.auckland.ac.nz/subscribe](http://www.cad.auckland.ac.nz/subscribe)
- Contact CAD Reception on ext. 88140 with enquiries.

## Writing support for Māori academics

### Writing Retreats

Feedback from the second writing retreat for University of Auckland Māori academic staff, held at Sandy Bay, Waiheke Island, was overwhelmingly positive. These concentrated blocks of time allow staff to focus on their current writing projects within a supported environment free from most other distractions. Dr Robyn Manuel (Academic Practice Group) facilitates the retreats, which always begin with mihimihi (greetings) and whakawhanaungatanga (establishing who we are in a whānau, hapū, iwi and University sense and therefore how we are mutually connected to each other). Each participant is then given the opportunity to discuss their research interests including their current writing project(s) and if appropriate, any goals that they may have for their 3 days in retreat. A further retreat will be held at Palm Beach, Waiheke Island from Monday 9 August to Thursday 12 August. Nāu mai, haere mai.

### Write on Site

For several months, Robyn has also been running *Write on Site* sessions for Māori staff every Tuesday morning (excluding semester break) from 10 am to 12 noon in the Old Government House lounge. Writers are invited along to partake in some structured writing time in a comfortable setting with positive writing energy. Coffee is provided and writers can drop in and out of the sessions to meet their own needs.

## Manu Āo

### Weekly seminars

Every Wednesday from 12 noon to 1 pm.

View the seminars live from the video-conference/access grid location (shared with AUT) at 56 Wakefield St (Room WO 211 - Oracle Tower) or directly from your PC during or any time after the screening. Recent presenters have included Professor Wally Penetito (Māori Education - The contribution of kaupapa Māori to mainstream); Tariana Turia (Whānau Ora); Dr Rangi Mataamua (Te Ahi Kā - The price of living at home). Presentations are delivered either in English or Māori. Academics from the University of Auckland will be presenting in Mahuru (September) and include Dr Karen Fisher (School for Environment), Professor Mike Walker (School of Biological Sciences) and Ms Christine Allan (Environmental Science and Research).



**Kura Reo (Rotorua)** The ProVC Māori office will sponsor the fees for three Māori academic staff to attend the next Kura Reo wānanga that will be held in Rotorua from 26 Mahuru ki 1 Whiringa a Nuku (26 Sept to 1 October). If you are interested, please contact Dr Robyn Manuel (APG, extn 85367) for more information.

# In brief...

## Insight into course design

Are you interested in gaining new insights on your course design or the way you teach? Do you feel frustrated by the tension between what you believe good teaching should be, and how this may be constrained in practice? Take HEART (HEaring And Realising Teaching-voice)! HEART is a unique course design support strategy designed to guide you through a process of reflecting on your teaching beliefs and teaching practice. Answer questions and then see your answers as an image, or model, of your course, an illustration of how your “teaching voice” projects onto your teaching practice. Discuss the results and use them in your course planning. It could make a vital difference to your teaching, whether you use learning technologies or not.

The research behind the HEART strategy has been growing from small beginnings amongst CAD’s learning designers. With UoA funding, the HEART tools are currently being further developed and validated in trials here, at the University of the South Pacific and potentially at the University of Waikato and in Australia. Next steps for HEART involve producing a validated, custom-built set of tools for tertiary educators within an international community of practice. Questions about HEART can be sent to Dr Claire Donald: [c.donald@auckland.ac.nz](mailto:c.donald@auckland.ac.nz)

## Imitating the decision-making process

Lots of learning involves making a series of decisions and being able to access material on which to base those decisions. CAD was first asked to replicate this process in an elearning context by Siew Read (ELSAC). Tony Chung (CAD) developed the concept for her. He has continued to develop the Decision Tree by making documents, images, video, audio and links accessible from any stage of the decision making process.

As with CAD’s CourseBuilder (a website development tool) the Decision Tree is evolving in response to learning needs identified for particular situations. For example, this sort of serial decision making process is an integral part of diagnosis in Medicine. Dr Ralph Pinnock (Paediatrics, FMHS) and Fiona Spence are currently working with Tony to develop a ‘virtual patient’ decision tree. The Decision Tree tool has sparked interest in a number of quarters and eventually CAD hopes to make it available for independent use.

## Historic photographs

CAD is collaborating with the Library to digitise and make available the University Photographers film archive. The University Photography unit (which later became part of the Audio Visual Centre and, eventually, CAD) was established in the 1960s. If you are interested in contributing to this project, please contact Amit Bansal: [a.bansal@auckland.ac.nz](mailto:a.bansal@auckland.ac.nz)



Cnr Alfred & Princes Streets (1965)

## Group work design & assessment: a new resource

CAD’s Academic Practice Group website has a new resource about formal Group Work Assessment. A range of formal and informal learning and study groups operate in any University context. This resource focuses on formal learning groups, generally established to complete a specific task in one class session or over many weeks. Tasks might include a laboratory experiment, musical performance or the compilation of an environmental impact report.

The resource covers what group work is, when and why to use it and some of its challenges. A sizeable section of the resource gives pointers and options on how to use it, advising on inducting and supporting group work, designing tasks and assessment. And the conclusion? Given the possible pitfalls in terms of student perceptions of the worth of group assessment, it is advisable when starting out to aim for quality rather than quantity. Starting with a group work component that is a relatively minor proportion of the assessment for a subject means that any issues related to equity of contribution, fairness of grading and student experience of the group assessment that might arise can be resolved relatively easily.

For the full resource visit: [www.cad.auckland.ac.nz/index.php?p=apg\\_resources](http://www.cad.auckland.ac.nz/index.php?p=apg_resources)

## Video for Microsoft Imagine Cup Competition

A team of engineering students (Team OneBeeep) from The University of Auckland achieved the highest placing for a New Zealand team in the history of Microsoft’s annual Imagine Cup Competition when they won third place in the software design category.

The team came up with an inexpensive and robust solution to the problem of sending educational content to laptops sent out to impoverished schools and communities in areas of the world where there are no phone lines, let alone internet services.

Having won the national finals on 30 April, the team had to turn around and create a video within a tight time-frame. Professor Lorraine Stefani came to the rescue by co-opting CAD’s Television production team to help. Team OneBeeep say they really appreciate the help of the University and personally thanked Lorraine for putting them in contact with the Television production team, whose assistance enabled them to produce a video which one judge remarked was ‘one of the best presented from the international field.’ Congratulations Team OneBeeep!

## The Art of Teaching: Teaching & Learning Showcase 2010

The annual Teaching & Learning Showcase is an opportunity for staff to share innovative approaches to teaching in their discipline. This year’s showcase will be held in the Engineering Building on Tuesday 26th and Wednesday 27th October 2010.

## Publications

Abbenhuis, M. and Brailsford, I. (2010). Teaching, Reading and History. In Jesson, J. G. et al. (Eds.) *University Teaching Reconsidered: Justice, Practice, Inquiry*, 193-201. Dunmore Press: Wellington.

Barrow, M; Grant, B. M. & Brailsford, I. (2010). Hero, cult figure or messiah? The emergence of academic development in a New Zealand university, *New Zealand Journal of Educational Studies*, 45(1), 33-47.

Brailsford, I. (2010). Motives and Aspirations for Doctoral Study: Career, Personal, and Inter-personal Factors in the Decision to Embark on a History PhD, *International Journal of Doctoral Studies*, 5, 15-27.

Brailsford, I. and Carter, S. (2010). Core and/or periphery: Where's the warmth coming from in graduate student support?, *Educational Developments*, 11(1), 23-26.

Grant, B.M. (2010). Negotiating the layered relations of supervision. In M.

Walker & P. Thompson (Eds.) *The Routledge Doctoral Supervisor's Companion* (pp. 88-105), London: Routledge.

Grant, B. M. (2010). Challenging Matters: Doctoral supervision in post-colonial sites. *Acta Academica Supplementum 2010 (1)*, 103-129.

Gunn, C. (2010). Sustainability Factors for eLearning Initiatives. *ALT-J Research in Learning Technology*, 18(2), 89-103.

Kakei, K., Uesaka, Y., & Manalo, E. (2010). Providing effective mental health support to Japanese university students: The use of a typological approach at a university mental health support center. *The Open Rehabilitation Journal*, 3, 47-54.

Manalo, E., & Wong-Toi, G. (Eds.) (2010). Supporting university students with disabilities: Innovations, strategies, and practices that achieve results. *The Open Rehabilitation Journal*, 3, 1-54.

Manalo, E., Ede, J., & Wong-Toi, G. (2010).

Provision of learning support for university students with learning, mental health, and other forms of hidden disabilities. *The Open Rehabilitation Journal*, 3, 23-33.

O'Grady, W., Rouse, P. and Gunn, C. (2010). Synthesizing Management Control Frameworks. *Measuring Business Excellence: The Journal of Organizational Performance Management*, 14(1), 96-108.

Pinnock, R., Spence, F., Housley, C., Hol, W. Smith, R. (2010). myPaediatrics: a website for learning paediatric clinical skills. *International Journal of Clinical Skills*, 4(1), 23-31. Retrieved from [www.ijocs.org](http://www.ijocs.org)

Uesaka, Y., & Manalo, E. (2010). Development of a teaching method that promotes the spontaneous use of diagrams in mathematical problem solving: Effects of experience using diagrams as communication tools. *Cognitive Studies*, 17, 246-250.



## Exhibition at the Governors' Gallery, Old Government House



An exhibition at the Governors' Gallery in Old Government House provided an opportunity for staff and postgraduate students to see a different view of panoramas made by CAD's Brian Donovan during a research trip to Sicily with Michael Milojevic (Architecture). Interesting renderings of a variety of panoramic image projections can now be made almost at the touch of a button. Michael and Brian have collaborated on a number of projects as architecture is one of those subjects that panoramas are ideally suited to illustrate.

The image above is a cylindrical projection of a 360-degree panorama in the seventh century cathedral at Ortigia, Syracuse, built in the seventh century AD on the site of an ancient temple dedicated to Athena; the Doric columns of the ancient temple remain clearly visible in the fabric of this remarkable building.

# CAD Staff and Facilities

See also **People** at: [www.cad.auckland.ac.nz](http://www.cad.auckland.ac.nz)

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