

# academix

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MAGAZINE OF  
THE CENTRE  
FOR LEARNING  
AND RESEARCH  
IN HIGHER  
EDUCATION

Semester 2 2014





The staircase on our cover looks full of promise. With its creamy marble steps and curving banisters, it invites us to climb up and away to elegant destinations we can't yet even see.

But academic life is seldom so neatly proportioned, so sweepingly ascendant. We may enter the staircase of our career at a lower or higher level than our peers; we may rush up the risers or linger on the landings; we may require a hand up or offer a hand down.

CLear offers an integrated 'staircase' of programmes designed to help University of Auckland staff progress through their academic careers in their own way and at their own pace (see facing page). Some of these programmes cater mainly for early-career academics (eg Teaching Catalyst); others target colleagues already in academic leadership roles or with demonstrated leadership potential (eg CLear Fellowships). Some are cohort-based (eg the PGCert in Academic Practice); others are self-directed (eg CLear Lights).

Each step on the CLear staircase is built on a firm foundation of Higher Education research and supported by a suite of workshops, courses, elearning projects and consultations. Inspirational colleagues from across the University provide encouragement and mentoring along the way. Whatever their route, we aim to help the learning and teaching leaders of the future climb the staircase more quickly and widen their field of influence when they do.

To benefit from the insights of recent Teaching Excellence Award winners, Learning Enhancement Grant recipients and the 2014 CLear Fellows, don't miss the CLear Learning and Teaching Symposium on Wednesday 19 November. Our theme is 'Rethinking the Classroom: Interactive Learning and Teaching'.

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

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# Catalyse\* your teaching

\*catalyse: "cause or accelerate by acting as a catalyst; cause (an action or process) to begin"

## Documenting your teaching

In Semester One, CLear hosted a series of three half-day seminars on "Documenting your Teaching". Academics ranging from PTFs to Associate Professors came together to assemble a teaching portfolio suitable for use in an Academic Performance Review (APR) or Continuation or promotion application. The series provided an opportunity for the cohort to discuss what an effective and persuasive teaching portfolio looks like and to get feedback on their own portfolio as they assembled it.

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***"It was interesting to get instant feedback from others, especially the experts from CLear."***

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Working with exemplars from past Teaching Excellence Award recipients, we discussed our teaching philosophies and talked about how we can construct a narrative of our teaching development – and how, to support that narrative, we can gather evidence of the effectiveness of our teaching, in particular, through peer review. We shared draft portfolios to get feedback from other academics on how best to present ourselves as teachers.

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***"I went away with a partial draft of my teaching portfolio and gained some excellent ideas for completing it."***

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The "Documenting your Teaching" series will be offered again in Semester Two, 2014 for those preparing for Continuation

or considering applying for promotion next year.

Enrol at: [www.clear.auckland.ac.nz/app/workshops](http://www.clear.auckland.ac.nz/app/workshops)

## Teaching Catalyst

From 2015, the seminar series will form part of CLear's new Teaching Catalyst programme, a semester-long overview of key aspects of university learning and teaching (required for UoA academics new to university teaching). The new programme will involve

- Three-day full-day workshops before the start of the semester.
- Three half-day Documenting your Teaching seminars during the semester.
- The submission of a teaching portfolio designed to support future APRs and continuation or promotion applications.

Complementing the Teaching Catalyst will be the new Early Career Catalyst programme, designed to catalyse\* the careers of new academics by providing resources and support for them in all areas of their career development.

## Teaching Catalyst

I. 3-day Teaching and Learning Intensive

II. Documenting your Teaching

1. Gathering Feedback
2. Peer Observation Partnerships
3. The Teaching Portfolio

## Cover photo: Staircase at Villa Maiuri, Ercolano, Italy

Brian Donovan's cover photo comes from a 360-degree panorama made at the Villa Maiuri, which takes its name from the Italian archaeologist Amedeo Maiuri, who had set up an international archaeological school there before his death in 1963. Maiuri is particularly associated with excavations and discoveries at Pompeii and Herculaneum.

Brian is available for photographic work.  
Contact him at: [brian.stafford.donovan@gmail.com](mailto:brian.stafford.donovan@gmail.com)



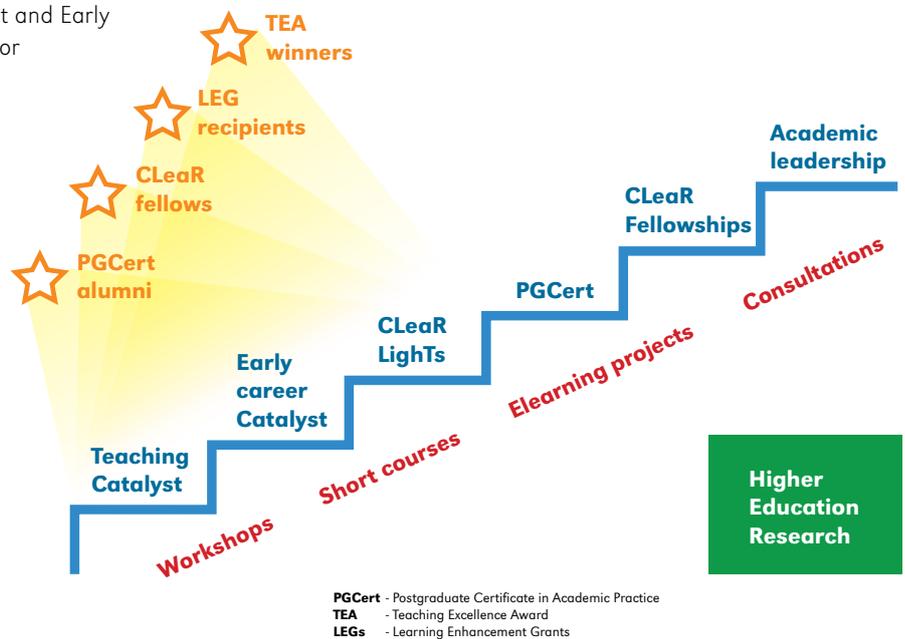
# A stairway to academic leadership

Since its inception, CLear has been working towards a comprehensive, coherent suite of academic development programmes for University of Auckland staff at all stages of their careers. Each 'step on the staircase' (see below) exists independently of the others, yet all the steps have been designed and sequenced with academics' career progression in mind.

The entry-level programmes (Teaching Catalyst and Early Career Catalyst) offer support and guidance for new-to-teaching academics, while the more advanced programmes provide opportunities for experienced staff to demonstrate 'leadership in teaching' as called for in the new Academic Standards.

This progressive model aims to develop teaching capacity across the University by drawing on our many 'teaching stars' – PGCert in Academic Practice alumni, CLear Fellows, LEG recipients, TEA winners – to inspire and mentor less experienced colleagues.

- **Teaching Catalyst:** The Teaching and Learning Quality Committee has endorsed the expansion of CLear's 3-day Introduction to University Learning and Teaching (see facing page). Pilot versions of this programme will be run in Semesters One and Two, 2015. (Coordinator: Dr Sean Sturm)
- **Early Career Catalyst:** This semester-long, cohort-based programme follows on from Teaching Catalyst for pre-Continuation staff who want to learn more about how to succeed as academics at the University. It will be piloted in Sem 2 2015. (Coordinator: Dr Barbara Kensington-Miller)
- **CLear LightTs Leadership in Teaching:** This year-long, customised programme encourages staff at any level of their career to try out new pedagogical initiatives and develop evidence of leadership in learning and teaching. Piloted in 2014, the programme attracted more than 40 participants ranging in rank from PTF to full Professor. It will run again in 2015 with tweaks and improvements based on this year's feedback. (Coordinator: Dr Jen Martin)
- **PGCert in Academic Practice:** The PGCert is now in its ninth year, and many of its alumni have gone on to become learning and teaching leaders in their departments and faculties (eg TLQC representatives, CLear Fellows, TEA winners, LEG recipients). In 2015 we plan to develop 'blended learning' modules for all our PGCert courses. (Coordinator: Dr Sean Sturm)
- **CLear Faculty Fellowships:** Initiated in 2014, this programme provides one academic staff member from each faculty with a .2 buyout for a full year to work individually and collaboratively on learning and teaching projects related to an annual theme. Nine new Fellows (one from each faculty, plus one from Libraries and Learning Services; see pp.4-5) have been selected for 2015 and have already met to discuss work plans for next year. (Coordinator: A/P Cathy Gunn)



## Workshops, short courses and consultations

We will continue to develop new workshops and multi-session short courses in 2015, with refinements based on feedback from our 2014 offerings. Individual teaching consultations have now been integrated into the CLear LightTs Leadership in Teaching programme.

## Elearning projects

CLear continues to be involved in elearning projects both large and small and to provide experience and research-based input to new initiatives.

## CLear higher education research

As a relatively new Centre, we have been working to build a strong internal research culture, create a supervision environment conducive to PhD students, attract external research funding and expand the impact and reach of the research conducted by CLear's eleven academic staff and the many colleagues with whom we co-publish.

## Other CLear programmes.

Doctoral Academic Careers Module (Dr Alistair Kwan)

Tutors, Demonstrators and GTAs (Dr 'Ema Wolfgramm-Foliaki)

Supervision Development (Dr Susan Carter)

Resources for Teaching Māori and Pasifika Students will be a particular focus for 2015 as part of the 'Student Engagement and Achievement' theme. (Drs Jen Martin and 'Ema Wolfgramm-Foliaki)

# 2015 Fellows

A new group of nine CLear Fellows was appointed in June, and has met twice to discuss plans for learning and teaching leadership initiatives focused on the theme 'Student Engagement and Achievement.' Nine Fellows will work on a 0.2 FTE release basis during 2015 to showcase and share good practice from across the faculties. A welcome addition to the programme this year is the appointment of a Fellow from Libraries and Learning Services.

## Dr Gregory Camp (NICAI)

Gregory has been a lecturer in music at the University of Auckland since 2013. He teaches a variety of topics in musicology and music theory, and his current research focuses on characterisation through music in film. He also has a strong interest in music history and theory pedagogy. Originally from Colorado, he graduated in 2012 from Oxford University with a DPhil in musicology, studying the contemporary performance history of Claudio Monteverdi's operas.



## Alison Cleland (Law)

Alison was a children's lawyer in Scotland, before coming to Aotearoa in 2007. Her teaching reflects her passion to teach law in an accessible way that will inspire students to provide excellent advice and representation for clients. Alison and her co-teacher in Youth Justice, Khylee Quince, have researched the impact of their team teaching on their students and use innovative assessment techniques to help students understand the legal processes that young people must navigate. Alison is Chair of the Faculty of Law's teaching and learning committee and arranged a teaching retreat for the Faculty in 2012.



## Dr Bodo Lang (Business)

Bodo is a senior lecturer in Marketing (Business School) where he teaches Marketing Research and Advertising and Promotion. He has taught at various levels and across a range of class sizes at the University of Auckland and other tertiary providers. Throughout his career, Bodo has had a strong focus on fostering self-directed learning and deep student engagement. He has received a number of awards for his teaching. Bodo's research is in marketing communication, specifically word of mouth communication, gaming and financial services marketing. He is a regular reviewer for the marketing discipline's leading education journal, and is a frequent commentator in the news media.



## Associate Professor Jennifer Lees-Marshment (Arts)

Jennifer's key aim in teaching is to offer practically-relevant education. Early in her career she won a Rising Star Award for Excellence in Learning and Teaching and was a member of the Politics Reference Group within the UK Learning and Teaching Support Network. Between 2007 and 2012 she was a Northern Hub



member for the National Centre for Tertiary Teaching Excellence in New Zealand. In 2013 she was appointed a Fellow of Carleton University's Political Management Programme and introduced The Practice of Politics which teaches students about the diversity of career options in politics and the challenges they may face.

## Dr Keri Moyle (Engineering)

Keri is Associate Dean (Students) for the Faculty of Engineering, as well as teaching in the Engineering Science department. She began teaching at the University of Oxford, where she completed a PGDipLATHE with a dissertation entitled *Seeing and believing: Intuition and visualisation in undergraduate engineering*, before moving back to NZ in 2008. She is interested in the design of learning activities and courses to better encourage the construction of expert-type knowledge structures and cross-course knowledge in learners. She has developed software for curriculum mapping (Compass: <http://apps.foe.auckland.ac.nz/compass>) which will be rolled out soon for staff use in three faculties, and hopes to further research and design the student-facing side of this during the 2015 Fellowship.



## Dr Jason Stephens (Education)

Jason is a senior lecturer in the School of Learning, Development and Professional Practice, where he teaches courses on human development and learning. His research focuses on academic motivation and moral development during adolescence, particularly as it relates to the problem of academic dishonesty. Jason is a co-author of two books on schooling and moral development (*Educating Citizens* and *Creating a Culture of Academic Integrity*) as well as numerous journal articles and other publications related to academic motivation, moral judgment, self-regulation, and cheating behavior among secondary and post-secondary students.



## Angela Tsai (Medical and Health Sciences)

Angela is a professional teaching fellow in the School of Medical Sciences, Faculty of Medical and Health Sciences. A PGCert in Academic Practice graduate, Angela looks forward to advancing the action research work she started during her ACADPRAC 701 studies, which takes an integrative approach toward enhancing student engagement and attainment, by examining the alignment between curriculum design, learning and teaching activities, and assessment practices. She is particularly interested in the 'average' and 'at-risk' students, as well as those who



# A meeting of Fellows



Dr Trudi Aspden, A/P Gerard Rowe and Dr Andrew Luxton-Reilly have a confabulation before presenting on their group project. The Fellows involved in the other group project are Dr Stephen Turner, Dr Dermott McMeel, Margot Bowes, and Dr Ross McDonald.

The 2014 Fellows met their newly appointed 2015 colleagues at a mid-year presentation on the current theme, 'Rethinking the classroom: interactive learning and teaching.' Attended by the Dean of Education, Graeme Aitken, Director of Learning and Teaching, Kevin Morris, Associate Deans Academic, and CLeaR staff, the event challenged those present to think outside the square to find ways to increase interactivity both in and out of the formal classroom. The 2014 Fellows will compile a collection of Conversations About Teaching in print and digital format as one way to share their knowledge and experience with a wider group of colleagues.

It was inspiring to learn about the creative teaching initiatives the 2014 Fellows are engaged in, and to consider how learning spaces and institutional systems both empower and constrain these practices. It was also enlightening to consider the ways graduate attributes, accreditation body requirements and employer expectations are addressed through interaction in university courses and processes. There are a number of success stories to report, as well as places where improvement will be recommended.

The challenge, as always, is developing strategies to share these exemplars with colleagues in ways that will encourage them to adopt, adapt, or otherwise engage in similar initiatives. One way to address this challenge is by enacting the distributed leadership philosophy that underpins the Fellowship Programme. This philosophy recognises leadership as a collective capacity rather than the attributes of a successful individual in a high-ranking position within an institution. Distributed leadership does not aim to replace positional authority, but to better inform appointed leaders and decision-makers by keeping them connected to grass roots initiatives through communication networks and feedback loops. Models of effective organisations reflect this kind of connectivity as a facilitator of crucial information flows. In reality,

struggle with the first-year transition / returning to study experience.

## Dr Li Wang (Libraries and Learning Services)

Li is the Learning Support Services Manager. Li had over ten-year teaching experience as a university lecturer before she joined the University Library in 1996. She has led the Learning Support Services team to design and teach many information literacy workshops with a student-centred learning approach and is always interested in engaging students in learning. Li has been working with lecturers, subject librarians and learning advisors to integrate information and academic literacy into curriculum and to provide best support to students. Li has also led her team to successfully develop the Academic Integrity online course which is compulsory for all students.



however, many large and complex organisations like universities have gaps – both actual and perceptual – that limit the critical connections between strategy, implementation and practice. Forming a community of practice of experienced teachers from across the faculties is a positive step towards closing those gaps. The CLeaR Fellows actively promote sharing of experience across faculties both as individuals and through the various networks they engage in. Deeper connections within faculties are promoted by the Fellows' interactions with Heads of Department, Associate Deans, Faculty Committees and Teaching Showcase events. A key aim of the CLeaR Fellowships and related programmes such as the PG Cert and CLeaR Lights, is to promote learning and teaching leadership capacity development. This is positive strategy to shift the institutional culture another step towards demonstrating the equally high value placed on teaching and research.

## Anna Yang (Science)

Anna joined the Department of Physics in 2012 as a professional teaching fellow. She manages the first-year Physics laboratory, coordinates teaching assistance activities for the whole department and teaches Foundation Physics. She is currently directing the development of 'Tablets': learning modules that harness mobile technologies to integrate data acquisition, analysis and lab exercises into a coherent suite of open-source Android applications, with aims to promote student engagement and collaborative learning (<http://tablet.auckland.ac.nz>). Her other interests include feedback and analysis systems for complex organisations as well as narrative architectures in laboratory-based learning.



# Postgraduate Certificate in Academic Practice (PGCert)

## Endorsement for ACADPRAC 704 Research Writing: Politics, Pleasure and Style

PBRF ranking is bothersome for academics who don't really enjoy research writing. In Semester One 2014, a postgraduate certificate course took a group of ten academics through improving research writing outputs by paying attention to publication's social negotiation, the politics of academic publication; by considering how to improve style and readability; and by looking for ways to find pleasure through writing. The main assignment was left to participants to choose: each academic worked on the writing that they needed to

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***"I arrived with my project in bad shape and am exiting with some new tools, habits and information to get it back on track. This has been transformative."***

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complete, with collegial support for the process.

Those who took the course seem to have found it helped, with one moving from where academic writing was 'anathema' to surprised admittance that he found himself *"beginning to enjoy writing."* The task of turning PhD thesis into book had felt *"like turning around an ocean liner in a storm,"* but became manageable with the help of peer review: the author wrote at the end of the course *"I arrived with my project in bad shape and am exiting with some new tools, habits and information to get it back on track. This has been transformative."* Another participant kindly forwarded comments about her 704 coursework article from a colleague who routinely reviewed her work, including, *"This is SO much better than any of the other articles I have reviewed for you previously. I assume this is a result of Susan's course – and if so I should be*

*sending lots of our School staff to it!!!"*

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***"This is SO much better than any of the other articles I have reviewed for you previously. I assume this is a result of Susan's course – and if so I should be sending lots of our School staff to it!!!"***

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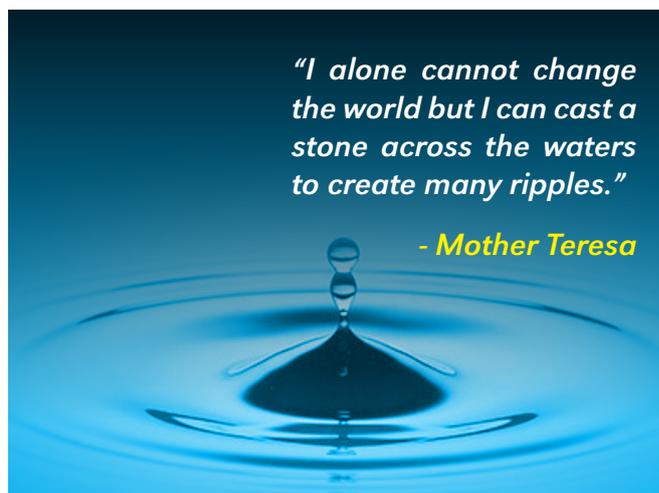
And at the end of the course, academics who took it worked with the CLearR facilitator to fine-tune the course design. The refined course is scheduled to run again in the first semester of 2015; academics wanting to commit time to improving their relationship with writing are likely to find this useful. Contact Susan Carter at [s.carter@auckland.ac.nz](mailto:s.carter@auckland.ac.nz) if you are interested in Research Writing mark two.

## ACADPRAC 703 casts a connectivist stone to generate networking ripples: cMOOCs and elearning professional development

These days, MOOCs are the much discussed disruptive change in higher education. They offer the opportunity for people to work with current digital tools to connect fragmented and distributed knowledge. A high level of personal knowledge and digital literacy is required to engage and present coherent ideas in a MOOC environment (McAuley, Stewart, Siemens & Cormier, 2010).

Much like a community of practice (CoP), a cMOOC based on a network and formed on peer support, shared interest and academic orientation (Yeager & Bliss, 2013) is considered suitable for elearning professional development. Could the connections catalysed through such a MOOC be the answer to developing and sustaining a community of practice for elearning professional development at the University of Auckland?

A mini open online component of the ACADPRAC 703 paper is being offered to test this out. (The offering is a cMOOC, emphasising a connectivist philosophy, rather than an xMOOC, which would resemble more traditional courses.) The aim is to enable greater participation, engagement and networking beyond the enrolment, cost and assessment barriers of the credit bearing course. Are you one of the 23 people already a part of this community? If not, then do join us for a new look mini. mooc703 in Semester One next year. ACADPRAC 703: Rethinking the Classroom in the Digital Age, the fully online 15pt paper in the PGCert is also on offer in Semester One, 2015 for those looking to secure a Certificate of Proficiency.



Contact Ashwini Datt: [a.datt@auckland.ac.nz](mailto:a.datt@auckland.ac.nz)

### References

- McAuley, A., Stewart, B., Siemens, G., & Cormier, D. (2010). *The MOOC model for digital practice*. Charlottetown, Canada: University of Prince Edward Island. Retrieved from [www.elearnspace.org/Articles/MOOC\\_Final.pdf](http://www.elearnspace.org/Articles/MOOC_Final.pdf)
- Yeager, C., & Bliss, C. A. (2013). CMOOCs and global learning: An authentic alternative. In *Journal of Asynchronous Learning Networks*, 17 (2): 133-147.

# Popular workshops

## Supervision trouble-shooting: ask your auntie

Modelled on a dynamic Māori TV show, a lunchtime 'Ask your auntie' seminar discusses supervision in an agony aunt style, with a panel of academics from different disciplines giving advice on a case study. It's an informal way to find out what others recommend. The talk that emerges from panellists and attendees ranges beyond the topics that launched it. It goes where people want to take it. Those who attend these lunch-time 'brown bag' talks have found that the panellists were well-chosen, "*clearly very good supervisors and skilful at communicating the lessons they had learned*", and they like the use of real-life examples.

Supervision is high fidelity teaching: it touches the highest and lowest emotional registers. In her eight years' experience in the Doctoral Skills Programme, Susan Carter spent over a thousand hours listening to doctoral students. The series touches on pressure points identified in both the literature and student conversations, with topics chosen to benefit supervisors and – indirectly – students.

The series complements two existing seminars: Orientation to Doctoral Education Policy and Process where the Dean of the School of Graduate Studies talks through the policies, highlighting important processes; and The Art of Supervision, a CLeaR seminar giving an overview of practice.

## Course (re)design for active learning

Course (re)design for active learning is one of the new multi-session short courses offered by CLeaR with learning designers from Learning Technology Unit (LTU). The course provides structured support for staff as they design (or re-design) a course that they teach, with access to expertise and peer review along the way. Running from August to October 2014, the course comprises three workshops, three optional seminars, and online support and individual consultations throughout.

Staff will implement selected parts of their courses on a trial basis, and receive feedback. Course designs may be for online, blended or face to face learning and teaching contexts. We will sample a number of tools that may assist with course design and teaching, and review examples of courses in different disciplines that use a variety of delivery modes. Support for documenting such teaching innovations for promotion or research purposes will also be provided.

People who missed the first workshop can still enrol for subsequent parts of the course. For more information please visit the course website: [www.coursebuilder.cad.auckland.ac.nz/flexicourses/1839/publish/1/](http://www.coursebuilder.cad.auckland.ac.nz/flexicourses/1839/publish/1/) or contact the course facilitators, Claire Donald and Pauline Cooper-Ioelu.

## Carpe Diem: a fast-track to elearning course development



Professor Gilly Salmon

Carpe Diem is a fast track, team-based approach to elearning development created by Professor Gilly Salmon, PVC Learning Innovation at Swinburne University in Melbourne. Gilly's book *e-Moderating and e-Tivities: A key to interactive online learning* ranks highly on international best seller lists. The acclaimed Carpe Diem workshop format and materials

are available under Creative Commons License, which means local elearning development staff can run them again in future.

The two-day event in June attracted 39 registrations from course teams from across the faculties. Although the pace was intensive, participants appreciated the mix of theory and practical activities that allowed them to produce new elearning activities (e-tivities) within a short space of time. Requests for more ancillary workshops to focus on elearning tools discussed during the event (e.g. CourseBuilder, wikis, blogs and Peerwise) will be considered for 2015.

### Test-driving rapid course redesign for the new LMS

CLeaR's agenda in organising the event was future-oriented. The selection process for a new LMS is in progress, with pilot testing of short-listed products planned for 2015 and institutional roll out in 2016. The June workshop allowed us to test-drive Carpe Diem as a rapid way to re-design courses for use with the new system. The challenge of shifting every course with an online presence in Cecil to a new system is also a great opportunity. A leading innovation in its day, Cecil is now due for retirement from a fast moving technology products market. LMS are generally easier to use, more intuitive and offer a fully integrated suite of tools. Teaching staff can expect to find functionality, including communication and collaboration tools and a MOOC platform as integral elements of the current generation of educational software tools. Easier access to all the tools that support blended learning could see a rapid advance in the elearning agenda. The University's Strategic Plan, and Learning and Teaching Plan both support this development. Now plans need to be put in place to implement them in practice. Carpe Diem passed productivity tests with flying colours. If the local staff who attended can reproduce the format, then progress could be fast tracked.

# Peer review of teaching

Increasingly academics make use of colleagues to peer review writing. A mutual support system can make your work more enjoyable and your writing stronger. Moaning together about the challenges of academic writing and sharing what works well can be productive. Now the idea of peer review of teaching is being rolled out in several faculties seeking the same benefits: increased collegiality and stronger teaching.

CLeaR academics have long reviewed teaching formatively for academics interested in developing their skills. Peer review of teaching is a component of ACADPRAC 701, a course in our PG Certificate in Academic Practice, and we expect our graduates will carry the practice back to their own departments.

Several faculties have drawn together staff interested in teaching review and CLeaR talked them through ways to ensure the experience is positive for all involved (including the learners at the end of the line!).

At the Faculty of Medical and Health Sciences (FMHS), Associate Dean (Academic) Mark Barrow has drawn together a list of staff who are willing to review teaching for colleagues, and who have designated whether they are willing to review teaching in classroom, online or clinical contexts. Mark says, *“The briefing session that we ran for staff proved very productive. Some staff had experience of teaching review and talked about the way they managed it. This, along with input from Susan Carter introducing a range of pre and post event planning and reporting templates made the volunteers feel confident enough to get started.”* Many of the staff on the list report approaches from colleagues seeking review. The list is also a valuable resource for academic heads and associate deans.



Mark Barrow, Associate Dean (Academic) FMHS



Associate Professor Jennifer Frost, Arts Faculty.

In the new School of Humanities in the Faculty of Arts, Associate-Professor Jennifer Frost gathered colleagues for a CLeaR workshop with Susan to ensure that staff members are as familiar with and confident about peer review as they are the other two strands of teaching evaluation (self-reflection and student evaluation). Jennifer says *“Our goal is to have staff members in every Disciplinary Area engaged in the peer review of teaching. Eventually we want to create a community of practice whereby colleagues regularly review one another’s teaching and share ideas and best practice to ensure the highest learning outcomes for our*

*students”*. Staff members appreciated the workshop and also commented on how helpful and useful they find the new peer review of teaching materials on the website.

In the National Institute of Creative Arts and Industries (NICAI), Associate Dean (Academic) Julia Gatley also gathered people interested in teaching and in its review and in July this year, invited Susan to present a workshop on it. Julia says, *“The workshop was very informative, and really useful for getting people thinking and talking about peer review. I’m sure that staff who attended will feel encouraged to try it.”* In NICAI, teaching is often in studios and entails giving one-to-one advice on a performance, artwork or design. Peer review differs in these teaching environments because the presence of a third person, observing a one-on-one meeting, is much more noticeable than in a lecture or even seminar class. This factor prompted lively talk among the NICAI staff.

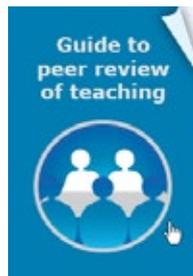


Judy O’Brien, Development Director, SBS

At the School of Biological Sciences (SBS), the aim is to have a team of staff trained up as peer reviewers in time for the 2015 academic year. After attending Susan’s seminar on peer reviewing, interested staff are having their own teaching reviewed by Development Director Judy O’Brien and then act as peer reviewers for other potential team members. Feedback thus far indicates that the approach and templates developed by Susan and

her colleagues make the experience not overly onerous on the reviewer and highly valuable for the reviewee.

## Online guide to peer review of teaching



This year CLeaR has produced a guide to good practice—you’ll find it on the CLeaR website under Evaluation of Teaching and midway down the page. It is based on research findings that generate principles for good practice: it is important that teaching review is voluntary; positive and constructive; respectful; and objective rather than subjective.

If you are interested in organising someone from CLeaR to meet with staff in your school or faculty, get in touch with Susan Carter at [s.carter@auckland.ac.nz](mailto:s.carter@auckland.ac.nz).

# Usefulness of class wikis and visual representations

Wikis promise encyclopedic interconnection, but do student-written class wikis really deliver more than individual essays? CLear’s Dr Alistair Kwan has been investigating whether wikis might help students stitch together the individual topics of a course, and to reach the big-picture issues that our courses are really about. He and a University of Rochester colleague each implemented class wikis in their courses – Alistair in History, Dr Michael Clark in Biology.

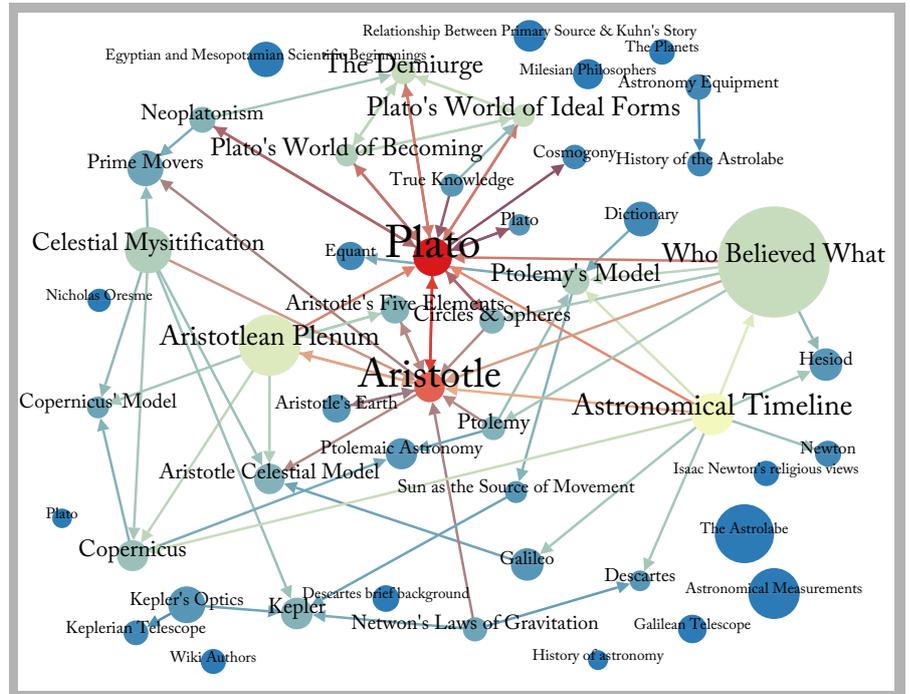
Their first discovery was that the wiki software allowed students to see only one article at a time. There was no way to visualise the whole wiki, and hence no good way to judge coverage and link structure, no good way into the wiki-wide editorial issues, no view of the course as a whole.

Happily, wikis can be separately processed into network diagrams. In the diagrams shown here, each node represents an article, with the circle size indicating the article’s length. Each node’s colour and the size of the text indicates how centrally connected it is. Each week, the history class received one of these diagrams showing them where their wiki stood, so they could discuss among themselves what was needed while Alistair stood back.

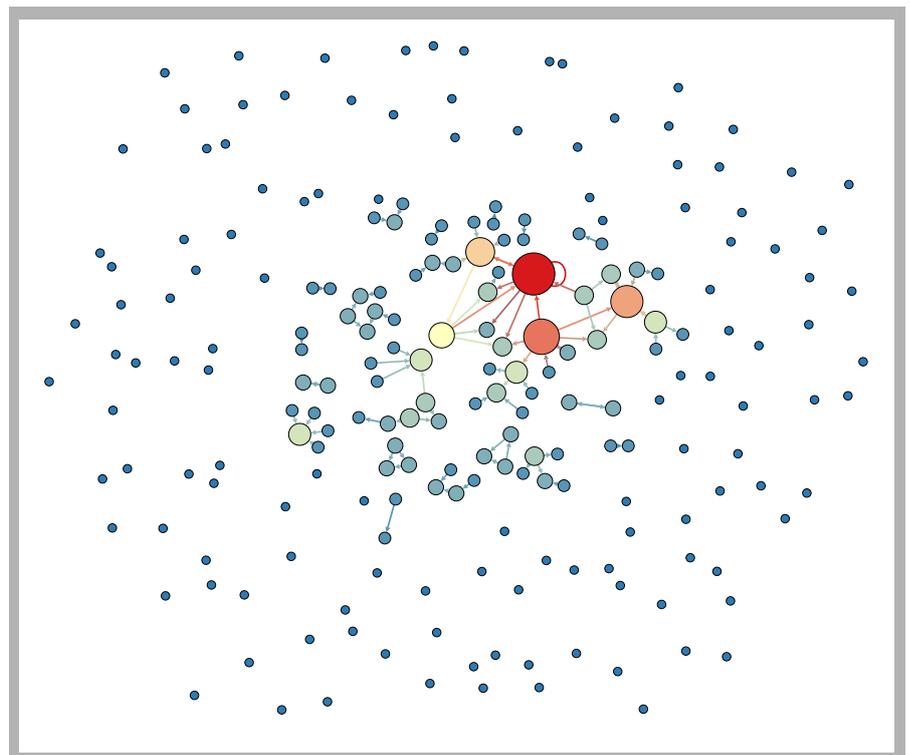
The discussions initially concerned coverage – what topics were absent, and who would write them. As the term progressed, questions about structure became increasingly prominent. First came simple observations about how one article should link with another. Then critical narrative emerged: Why are Plato and Aristotle still so prominent, so central? Should we add these other topics? Why aren’t these other topics mentioned in T.S. Kuhn’s Copernican Revolution? Could we chart a new history of astronomy by tracing along paths in the diagram, to develop more interesting themes? The students had discovered historiography.

The diagrams also proved illuminating for Alistair, who could use them to quietly evaluate the whole class’s understanding each week, and nudge them accordingly towards topics and angles that showed they’d missed.

The biology students, in contrast, got none of those diagrams. Their wiki comprised mostly individual articles, floating alone in a sea of many. Among these are a few small islands. The largest of these, coincidentally, is about structure.



History of astronomy wiki at the end of term.



Biology perspectives wiki at the end of term.



# Making technology work for you

In Issue 12 (p10), *academix* featured exciting new CourseBuilder (CB) functions for collaboration and communication. One of these is the Student Page, where teachers give students editorial access to their own web pages to create, upload and edit materials. 63 CourseBuilder websites currently use Student Pages, We talked to two lecturers who have seized this opportunity.

Students in nine Popular Music courses each have a 'personal page' where they upload links to recordings, videos, scores, and charts of their songs. The links go to materials they've developed in SoundCloud or posted to YouTube or Vimeo accounts.

Stephen Matthews, one of the lecturers teaching these courses, says that he'd encourage anyone working in a creative field to use CourseBuilder. It's a great way to encourage students to gain confidence in using technology to create and archive their work in the format that is current in the industry. Having all these materials in one place on CourseBuilder has many other benefits for learning and teaching:

- It facilitates communication, viewing and reviewing material, both online and in class discussion.
- It enables peer and personal review. (Students post personal reflections on their performances.)
- It makes it much easier for teachers to view, communicate and look back over the material students produce.
- It keeps things very current and alive.

Stephen Matthews, Godfrey de Grut and Kiri Eriwata created the websites in consultation with Adam Blake (CLear). The course has been using student pages for 18 months now.

Gigi Lim's postgraduate course, Clinical Reasoning in Pharmacotherapeutics, is designed for blended learning and has

run both as an on-campus and an online course. The students are nurses with extensive clinical experience, but not in the clinical reasoning behind prescribing drugs. The course aims to address a disconnection between new knowledge and applying it to known skills.

The course is structured around themes with readings, resources and critical reflections on the content of the course in conjunction with their own nursing practice. Students demonstrate knowledge and clinical reasoning skills via the assessments (see table).

The group script-writing assignment utilises Student Pages, where learners simulate inter-professional collaborative decision-making to develop and demonstrate good communication with fellow health professionals and patients about the clinical reasons for their prescribing decisions. Feedback on this group assignment has been particularly positive from the online cohort.

	Assessment	%	For	Tools
1	MCQ & Short answer	35	Key concepts	Cecil
2	Therapeutic reasoning TV script. Group work & self-evaluation.	15	Collaborative clinical decision-making skills.	CB Student Pages
3	Viva - case presentation (presented online)	15	Verbally communicate clinical reasoning	PPT Present. me
4	Written case presentation Progress journal	30 5	A case study applying clinical reasoning for a prescription.	CB Student Notes.

Fiona Spence and Pauline Cooper-loelu (Learning Technology Unit, FMHS) advised on learning design.

## CourseBuilder update: [www.coursebuilder.auckland.ac.nz](http://www.coursebuilder.auckland.ac.nz)

### Improvement to Student Notes

You can enable feedback on Student Notes either privately, between teacher and student, or for the class to do peer review. The ability to set deadlines for Student Note submissions has been added.

### New element for flexible layout

Add up to 3 columns to your website with the layout element.

### Learning analytics

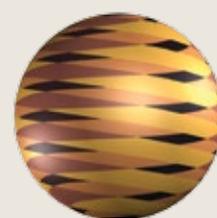
- View Quiz logs for True/False/Multichoice quizzes.
- View student access logs for each page from the footer. See a compilation view in Course Preferences > Version History.

### Roll back saved changes

Access Page History from the footer.

### Text highlighter

Students can highlight sections of text as you would in a Word document, and see those highlights again when they return.



### Responsive design

We are now able to view many websites more easily on mobile devices as the format responds to a smaller window. CourseBuilder's side navigation now changes to a dropdown menu to compensate. Students can also view drag and drop quizzes on their mobiles.

### Mark as complete

Students can now keep track of where they are in a course by marking a page as complete. Enable this from Page Properties.

# BestChoice: [www.bestchoice.net.nz](http://www.bestchoice.net.nz)

BestChoice provides interactive tutorials for university and high school. It was initially developed by Dr Sheila Woodgate to support learning in large first-year Chemistry classes at the University of Auckland. Learners from Costa Rica to Malaysia, Auckland, the United Kingdom and the United States have signed up for its online tutorials.

## Accessing existing tutorials



One of the reasons for BestChoice's popularity is the way it models tutorials, simulating the interchange between a student and an experienced teacher. The tutorials focus on both concepts and scaffolded problem-solving strategies by guiding students in ways that promote their understanding. The instant assessment and feedback they provide are pivotal in their success.

On an annual basis, 14 000 students in New Zealand high schools see the University of Auckland logo every time they log into BestChoice. A selection of their comments below suggests it is creating a good impression.

For \$20 individual students can get an account giving them access to all the tutorials. Many schools and institutions benefit from buying multi-user licences, which range from \$5 to \$1 per student depending on the number of users.

## What the students say:

*i love this so much! :) keep up the great work. this makes me chahoo churrrrr.*

*So much better studying like this finding bits which i am bad at then going to the text book for those, but this is so much more fun.*

New Zealand high school students, August 2014

*have so much to learn, and it really helps to be guided thru it with best Choice - even the times when I'm really pulling my hair out, eventually I get a breakthu and can figure out the answer by elimination. or is it substituion? ;)*

University of Auckland student, August 2014

## BestChoice for mobiles

In May 2013, BestChoice developed options for mobile users on: [m.bestchoice.net.nz](http://m.bestchoice.net.nz)

## Learning analytics

BestChoice has always provided extensive learning analytics which allow teachers to analyse and pre-empt student difficulties and provide excellent data for pedagogical research.

## Who creates the resources and how does that happen?

Devising appropriate questions and feedback is the essence of developing successful BestChoice tutorials. Most of the resources are developed by the BestChoice team, however the programme itself is not difficult to use and edit. As a first step, contact Sheila to discuss your needs, and, depending on these, get a quote for development.

Contact Sheila Woodgate:  
[sd.woodgate@auckland.ac.nz](mailto:sd.woodgate@auckland.ac.nz)

School of  
Chemical  
Sciences



159 users currently active

Institution	Users	Aug logins
NZ High	112421	9441
UK Schools/Colleges	51055	833
University of Auckland	28394	9559
Other NZ University	17537	993
-All Others-	11035	542

## Top Current Classes

Rank	Marks	Location
1	5090	US: US High Schools
2	4732	NZ: Olympiad
3	3280	NZ: Botany Downs Secondary
4	3276	NZ: Huanui College
5	3231	NZ: Botany Downs Secondary
6	3211	NZ: Macleans College
7	3121	NZ: Mt Roskill Grammar
8	3049	NZ: Mt Roskill Grammar
9	2786	NZ: Macleans College
10	2782	NZ: Mt Roskill Grammar

## Top Ten Students

Rank	Marks	Location
1	47940	NZ: Mt Roskill Grammar
2	45774	NZ: Huanui College - Auckland
3	21198	NZ: Mt Roskill Grammar
4	19484	NZ: Pompallier College
5	15682	NZ: Macleans College
6	12430	NZ: Other - Pokeno
7	12393	NZ: Massey High School
8	12369	NZ: Macleans College
9	11761	CN: Mt Roskill Grammar
10	11335	NZ: University of Auckland

Subject Area	Courses	Topics
Accounting	1	10
Chemistry	84	1034
Physics	4	28

# MOOCs: massive elearning projects

The University's first two FutureLearn MOOCs start in October and November. Over ten thousand students have 'joined' the two courses. That's exciting but a bit scary!

When designing for online courses, learning designers often follow the traditional ADDIE model: Analysis, Design, Development, Implementation and Evaluation. In this new environment it often isn't easy to answer even basic questions. Who is our audience? (Everyone.) What sort of technology and infrastructure do they have access to? What designs does the platform allow? The analysis, design and development stages have been challenging. We are likely to need courage and fortitude during implementation.

However it is exciting to be able to offer these MOOCs (Massive Open Online Courses), via FutureLearn, free to whoever needs or wants to learn what they are offering. Our lead educators are passionate about their subjects – which are relevant, thought-provoking and develop critical thinking. Students completing all the tests and more than 50% of the steps on the course can purchase a Certificate of Participation.

The Statistics MOOC, Data to Insight, is a completely new course. Buzzwords like *big data*, *data mining* and *business intelligence* are all very well but do we have the skills to test the validity of resulting claims and their accompanying graphics? There is an urgent need for people with the data skills to understand, interpret and communicate this information. Perhaps in response, many countries are incorporating the subject into the school syllabus. Teachers of the new NCEA syllabus on statistics are one target audience for this course. We have also heard teachers around this University saying it's just what their students need.

Based on the existing University of Auckland Academic Integrity (AI) course, the Academic Integrity MOOC will begin on 10th November 2014. Converting the AI course into a MOOC format allows us to make it more widely available to an already interested international audience. Engagement and the sense of community are important for successful completion in an online environment. To facilitate this, emphasis has been given to providing ample opportunities for discussion and reflection, and

18 videos have been developed which follow the journey of four typical students as they work towards achieving with integrity.

Both MOOCs needed large development teams, with all team members devoting long hours to discussing, writing, design and/or development and collaborating and communicating with FutureLearn and other stakeholders. FutureLearn MOOCs rely heavily on video for demonstration and illustration, and this was particularly the case with Data to Insight, where graphics and animations play a key role. So MOOCs have certainly not given the new team at Media Productions a gentle introduction to life at the University. Matt Pendred's motion graphics in particular are pivotal to students' understanding.

## The development teams

**Academic Integrity: Values, Skills, Action**

**Education:** Dr Jason Stephens

**Libraries and Learning Services:** Dr Li Wang, Stephanie Cook, Stephanie Reid, Tricia Bingham. Colleen Bright and Vanda Ivanovic

**Data to Insight**

**Statistics:** Professor Chris Wild, Tracey Meek, Eileen Wild.

**CLear:** Dr Claire Donald, Liz Ramsay, Craig Housley, Tony Chung

**Media Centre: (for both MOOCs)**

Matt Pendred, Richard Smith, Mia Silverman, Nicola Smith, Michelle Vergel de Dios, Folko Boermans, Hugh Benson, Philipp Grossman.

For a brief overview of MOOCs, see *academix* issue 11, (p12 ). For current information and discussion, visit the MOOCs group on the University's social network, Yammer: [www.yammer.com/auckland.ac.nz](http://www.yammer.com/auckland.ac.nz). People there regularly converse and post up-to-date articles on the subject.



### Academic Integrity: Values, Skills, Action

What is academic integrity? Why is it so important in academia? How can university students achieve with integrity and honesty?

**Audience:** university and college students, including undergraduates, postgraduates and doctoral candidates.

**Time:** 1 hour per week for 4 weeks

**Start date:** 10 November, 2014

**Course trailer:** [www.futurelearn.com/courses/academic-integrity](http://www.futurelearn.com/courses/academic-integrity)



### Data to Insight: An Introduction to Data Analysis

What should you look for in statistical data? What are its limitations? How can you avoid being misled?

**Audience:** beginners through to anyone wanting a reminder and a fresh perspective.

**Time:** 3 hours per week for 8 weeks

**Start date:** 6 October, 2014

**Course trailer:** [www.futurelearn.com/courses/data-to-insight](http://www.futurelearn.com/courses/data-to-insight)

## Where are they now? DACM Alumni reflect



It's hard to believe that it's fast approaching 5 years since the Doctoral Academic Career Module (DACM) was established with funding from the Vice-Chancellor's Strategic Development Fund. Our first cohorts have long since flown the nest and like very proud (and slightly nosey) parents, we're enjoying watching their journey into academia unfold.

With CLear's Dr Alistair Kwan now at the helm together with DACM co-founder Dr Ian Brailsford, 2014 is shaping up to be another successful and fun year, with 20 talented and (occasionally outspoken!) candidates.

On 14 May we celebrated our second Alumni event, raising a toast to the absent alumni who (now located in far-flung exotic locations) couldn't join us. We were lucky to be joined by Drs Marek Tesar and Christina Ergler from the first cohort who delivered engaging talks on their experiences of completing DACM and securing academic employment. Marek and Christina have secured academic roles at the University of Auckland - Faculty of Education, and the University of Otago - Department of Geography (respectively), that combine teaching, research and service.

### Life after DACM

*academix* caught up with three alumni who are at present in research posts, for their reflections on academia post-DACM and where life has taken them.

### Joanne Lin (2012 cohort)

Post-doctoral trainee, University of Alabama, Birmingham

*"Starting university at 18, I never thought I would end up with a PhD. Thankfully, I was exposed to research during my Bachelor of Pharmacy and it directed me towards the path I'm on today. There is so much more to an academic career than just getting a PhD and the 2012 Doctoral Academic Career Module was a fantastic opportunity to learn what pursuing an academic career can mean. From publishing to teaching, presentation and interview skills to grant applications - we were armed with so many resources and strategies to face the journey."*

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***"There is so much more to an academic career than just getting a PhD and the 2012 Doctoral Academic Career Module was a fantastic opportunity to learn what pursuing an academic career can mean."***

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*"My research is in Pharmacy with a focus on neuroimaging and pharmacotherapies for chronic illness. First, I was a Postdoctoral Research Fellow at the School of Medicine at Stanford University in Palo Alto, California. It was a surreal experience being at such*

*a prestigious school, surrounded by researchers at the cutting edge. It was a privilege to work in such a focused, supportive, and collaborative environment. I recently relocated to the University of Alabama at Birmingham with my mentor, who secured significant NIH funding and tenure. It's been an amazing journey so far; I've already seen and done so many new things and I'm excited to see where it will go from here."*

### Amita Bansal (2012 cohort)

Post-doctoral research Fellow, University of Pennsylvania

*"DACM has provided necessary insight of the academic world and prepared me well for the academic life beyond my PhD."*

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***"Hearing about successful academics' scientific journey, with its various ups and downs, gave me a foresight of the challenges that lie ahead."***

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*"Hearing about successful academics' scientific journey, with its various ups and downs, gave me a foresight of the challenges that lie ahead. Beyond the classroom activities during DACM, one-on-one feedback on our academic CV and academic portfolio has been incredibly useful for me in finding a Postdoc Fellow position at the Perelman School of Medicine, University of Pennsylvania. Moreover, the framework of the module was well designed with appropriate emphasis on the three important pillars of academia - research, teaching and service. DACM has therefore enabled me to focus on shaping a good academic profile with a balance of research, teaching and service. In my current Postdoc position, along with research, I am the Chair of committees in the Biomedical Postdoctoral Council, and will soon take up teaching and/or mentoring roles also. As DACM had a mix of PhD students from across various disciplines, during the module I developed an intellect to interact with people from across different disciplines than my own. Such skills are coming in handy while establishing a network at my current job."*

### Meghan Mcilwain (2011 cohort)

Post-doctoral researcher, University of California, San Diego

*"In the final year of my PhD I presented at a conference in Florida. I didn't realise it at the time but I was being interviewed*

Contd on p.15

# Doctoral writing weeklies, anyone?

## Try DoctoralWriting SIG



What do you think the most-viewed post was on a doctoral writing blogsite with weekly posts?

CLeaR's Dr Susan Carter co-authors a blog on doctoral writing, the *DoctoralWriting SIG*. She shares authorship and editorship with Dr Claire Aitchison (University of Western Australia) and Dr Cally Guerin (University of Adelaide). It is tagged with SIG because it emerged from a Special Interest Group on doctoral writing set up at the Quality in Postgraduate Research conference (2012). However, Claire, Cally and Susan have found that since they launched it in September 2012 with an intended audience of other academics, they have gained a following predominated by doctoral students.

The uptake of the site shows the interest in doctoral writing. For example, at July 3, there were 894 followers, and 97,897 views from 281 countries, and the numbers seem to rise exponentially. Doctoral writing is increasingly a focus for many of us, with supervisors and students engaged in the practical, the grammatical, the epistemological and the emotional dimensions to rolling it out. It's never simple. With tighter time frames to completion, doctoral writing is often a source of anxiety.

Maybe a weekly blog post adds to the supervisory and generic scaffolding supporting doctoral writing. This blogsite's topics covered to date include the practical, the social and the psychological. At a practical level, one post lists academic words for 'says' and points out the nuances of each, suggesting that careful choice shows critical analysis of the literature that does the saying. Many of the topics are about social aspects of doctoral writing, like responding to feedback or giving it to peers, writing in boot-camps with others and choosing whether to publish an article or book chapter. The psychology of maintaining motivation to write is another constant, attacked from many angles.

The most viewed post is, surprisingly, on that part of the bound thesis that is not examined, the acknowledgments page. Susan thinks that 'Writing the Acknowledgments: The Etiquette of Thanking' has been received with such thirstiness because there is little written on this, and yet at the end of the doctorate, it matters to graduates that they thank people appropriately. And the post with the most comments, the one that prompted those viewers to respond, was Mother Guilt and the PhD, a post on being both mother and thesis writer.

From time to time the editors ask for contributions from other academics. Susan asked CLeaR's Dr 'Ema Wolfgramm-Foliaki to contribute a post, 'Thinking from within - in search of your voice', where she refers to her desire to emulate Konai Helu Thaman, Professor who "definitely has found her space and has made it her own while at the same time doing something that is a kind of balancing act: validating Pasifika thought and knowledge within western constructs."



Claire Aitchison's rabbit and muse was the invisible inspiration for the blog's banner.

She writes, "I am now more confident to employ a more personal style of writing whereby I draw on my cultural values and employ Pacific thought in my writing."

You can read 'Ema's post in full at: <http://doctoralwriting.wordpress.com/2013/12/12/thinking-from-within-in-search-of-your-voice>

There are other great blog sites for doctoral students. Inger Mewburn's Thesis Whisperer, ranging over the entire research student experience, really hits the spot with her regular posts. Rachel Cayley's *Exploration of Style* addresses academic writing in general in really helpful ways. These sites help if you are stuck for information.

### Related links

Doctoral Writing Sig: <http://doctoralwriting.wordpress.com>

Thesis Whisperer: <http://thesiswhisperer.com>

Exploration of Style: <http://explorationsofstyle.com>

# Developing generic support for doctoral students

Often support with literacy is most effective with undergraduate students when it is embedded in their courses. If they have an urgent need, they are more receptive to learning how to manage time and reading loads, and how to reference, punctuate and structure an essay. Doctoral students usually arrive with these skills, but have a new learning curve as they transition to becoming independent researchers.

Because around the world doctoral numbers are increasing and supervisors are under increasing pressure, and because the doctoral thesis is examined against specific criteria that relate to all disciplines and research approaches, a new doctoral teaching practice at the across-campus level is burgeoning internationally. Yet in contrast to supervisory practice, and perhaps because of the newness of this kind of work, there is very little written on the pedagogy and practice of generic support for doctoral students. This book fills that gap.

Edited by two New Zealanders, the book brings many voices from around the world to articulate the area of expertise that generic doctoral supporters acquire. There is a chapter on supporting English as an Additional Language (EAL) students, two on writing support, one on support (including digital media) for part-time students. One chapter focuses on career preparation, and another on equity and identity. A final chapter discusses the troublesome issue of how to demonstrate the impact of generic support.

An overview generic perspective is strong for explaining processes, including those involving identity transition, and for fostering thesis writing at the generic level, the one examiners

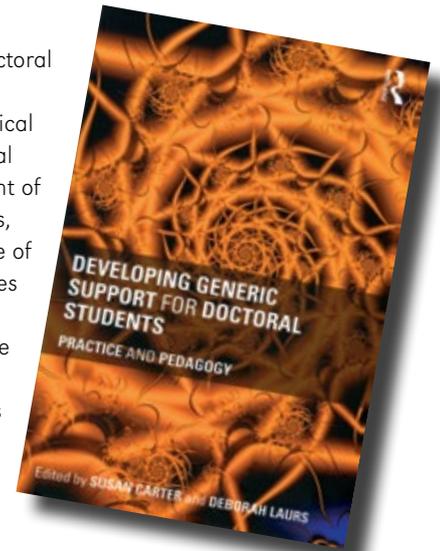
tick off against. Generic doctoral advisors can explain how to achieve clarity of prose, logical structure, evidence of critical analysis, accurate placement of tables, charts and diagrams, lexical precision and the use of theory. They gather examples that show the principles.

Their seminars often provide peer review or individual work with writing that takes students over threshold concepts. The book also demonstrates the horizontal networking

enabled across campus that could not be achieved within departments, for example, the seminars on motivation, or for specific under-represented groups such as Māori, this book's case study.

One point emphasised throughout is that generic support is significant academic teaching work that complements supervision. An academic commented recently in a CLeaR seminar on supervising EAL students that all supervisors should read this book to be persuaded that they should trust (and use doctoral students to use) the complementary support and for a better understanding of the doctoral experience.

Carter, S. & Laurs, D. (2014). *Developing Generic Support for Doctoral Students: Practice and Pedagogy*. London: Routledge.



## Where are they now? DACM Alumni reflect

*by several lab members in the social gatherings and dinners that followed the conference sessions over the course of the week. As an academic you obviously must know your subject matter well – but it also pays to be personable!*

*San Diego is a beautiful city. I'm so glad that I took a chance and stepped out of my comfort zone.*

*I have an office on the inpatient psychiatric unit right next to our lab. Most of the patients I work with have bipolar disorder but the other main study that we run is with patients who have concurrent HIV infection and methamphetamine addiction. The main interest in both patient groups is disorders of disinhibition. As a postdoc I have a lot more responsibility and I'm more involved in making lab decisions. I help to coordinate the work that the lab assistants are doing. Writing publications is crucial but right now my days are spent working on a large grant application that we hope to submit soon.*

*I think one of the hardest parts of academic life is coping with uncertainty; you're never sure if that next grant will get funded or if you'll get another fellowship for the following year. And this*

*affects academics all the way up the food chain. The thing I really liked about the DACM module is that we covered this. It wasn't necessarily pleasant to think about but I was forewarned and that has enabled me to be forearmed. I am strategic when taking on projects in my new position. I know what will help me to be successful and what is just extra work that does not fit with my research profile. You only have 168 hours each week; you can't do everything so you have to choose wisely. That is not to say abandon all service activities! I work on service activities that fit with my lab group's priorities and ones that also expose me to other PIs who may want to work with me in the future.*

*On top of my day job I'm working on publishing as much of my doctoral research as possible. I often think about the DACM session that taught us how to respond to reviewers' comments! Graciously accepting sometimes blunt critique and constructing a strategic reply is an essential skill."*

Apply via the Scholarships Office. Applications close on October 31st 2014. For more details please visit:  
[www.clear.auckland.ac.nz](http://www.clear.auckland.ac.nz)

continued from p.13

# TERNZ CONFERENCE 2014

[www.herdsa.org.nz/ternz/2014](http://www.herdsa.org.nz/ternz/2014)

TERNZ (Tertiary Education Research in New Zealand) conferences provide a forum for enquiry and aim to develop a community with a common interest in research.

Step back and examine the direction in which education is moving, and how practitioners might influence that direction.

Engage in dialogue that transcends disciplinary boundaries and promotes further exploration of a research approach to learning and teaching.

## Call for abstracts: submissions close 1st October

The conference is relatively non-traditional in that parallel sessions are not simply presentation oriented. Presenters talk about their research or ideas for research for a short time and then facilitate discussion or workshops for the remainder of the one hour session. In the past, the most successful sessions have been those in which participants are challenged to explore their own ideas about a concept and where they extend their own thinking as well as that of the presenter.

## 26-28 November 2014

# The University of Auckland, City Campus

Cost: \$200 (includes catering and social event)

Guest Presenter: Professor Helen Sword

For more information contact: Barbara Kensington-Miller at [b.kensington-miller@auckland.ac.nz](mailto:b.kensington-miller@auckland.ac.nz)

## Rethinking the classroom: Interactive learning and teaching

### Keynotes by National Teaching Excellence Award Winners

- Associate Professor Bryony James
- Associate Professor Cather Simpson

### Presentations by T&L leaders and innovators

- Learning Enhancement Grant recipients
- CLear Fellows

### Innovation-sharing and networking opportunities for all!



### Symposium updates

Watch out for CLear alerts. (Join CLear alerts at: [www.clear.auckland.ac.nz/app/subscribe](http://www.clear.auckland.ac.nz/app/subscribe).)



Photograph: Godfrey Boehnke, University Media Productions

## CLear Learning and Teaching Symposium

### Wednesday 19 November 2014

### 9.00 am to 5.00 pm

Engineering LT 401-439 Level 4 (next to neon atrium)