



Spotlight

on Teaching and Learning

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Spotlight

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Proceedings of Spotlight on Teaching
and Learning Colloquium 2011

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Proceedings of Spotlight on Teaching and Learning Colloquium 2011

August 29-30, 2011

St David Lecture Theatre Complex, University of Otago

Welcome!

We hope that participants will enjoy the two days, which offer three parallel sessions consisting of panel discussions, paper sessions and café style swap-shops. The first day will conclude with a poster session and wine and cheese on the mezzanine floor of the St David complex. All registrants are welcome to attend this session. Morning tea and lunch on both days are available to all registrants and will be served in the St David Foyer.

Thanks are due to:

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Ayelet Cohen, Lynley Deaker, Tony Harland, Nikola Hunt, Rosemary McBryde, Kerry Shephard, Rachel Spronken-Smith and Candi Young (HEDC) and Simon Hart (Library)

Rachel Spronken-Smith
Head of the Higher Education Development Centre
Colloquium Convener

Monday, 29th of August

OPENING PLENARY (ST DAVID LECTURE THEATRE)		
9:30-10:30 Session 1	<p>Mihimihi: Mark Brunton (Office of Māori Development) Welcome: Professor Vernon Squire (DVC A&I) Keynote: Research into Teaching is Not Research-Informed Teaching Tony Zaharic (Senior Teaching Fellow in Biochemistry, National Tertiary Teaching Award Winner in 2011)</p>	
MORNING TEA (FOYER)		
10:30-11:00	Seminar Room 1	Seminar Room 2
11:00-12:00 Session 2	<p>Panel (# 155) Teaching, Learning and Internationalisation Vivienne Anderson (Faculty of Dentistry) Greg Burnett and Mary Furnari (UOCE) Jason Cushen (International Office)</p>	<p>Papers (# 104, 156, 137, 105) Chair: Kerry Shephard The Effectiveness of Peer-Assisted Study Sessions (PASS Programme): What Informs the Design of this Peer Learning Model? Jacques Van der Meer (UOCE)</p> <p>Developing Critical Thinking and Writing Carole Adhesion (HEDC)</p> <p>For Students by Students: Successful Postgraduate Peer Groups at Otago Simon Hart (Library)</p> <p>The Impact of Outreach on Student Communication Skills and Attitudes Dave Warren (Chemistry)</p>
12:00-1:30 Session 3	<p>Panel (# 150) Collaborative Academic Writing Group Megan Atkinson, Catherine Pomson, Karen Vaini, Jarie Tilson and Helen Trevethan (UOCE), Jenny Cameron (University of Newcastle), Adisom Juntrasook and Rob Wass (HEDC), Jude Sligo (Preventive and Social Medicine)</p>	<p>Papers (# 127, 128, 130) Chair: Simon Hart Competency, Preparedness for Practice and Integration of Knowledge in Physiotherapy Students Paul Hendrick, Leica Clayton and Gisela Sole (Physiotherapy) and Craig Wassinger (East Tennessee State University)</p> <p>Learning Through the Development of Your Own Teaching Practice Rachel Byars (School of Applied Business, Otago Polytechnic)</p> <p>The Effectiveness of a University Academic Support Programme for First Year Pacific Island Health Science Students Faalelei Sopoaga (Division of Health Sciences) and Jacques van der Meer (UOCE)</p>
	Seminar Room 3	
		<p>Café Style Swap Shop (# 152) Increasing Creativity in Teaching Ayelet Cohen (HEDC)</p>

LUNCH (FOYER)		
1:30-1:40	Seminar Room 2	Seminar Room 3
1:40-1:50 Session 4	<p>Papers (# 107, 124, 144) Chair: Jacques van der Meer Podcasts in Language Learning: Strategy Use in Online Digital Listening Antonie Alim (Department of Languages and Cultures)</p> <p>Sustainable Mobile Learning: Experiences in a Zoology Paper Swee-Kin Loke (HEDC), Mark Lokman (Zoology), Michael Winkhoff (Information Science), Jenny McDonald (HEDC), Rob Wass (Zoology), Mayyam Purvis (Information Science), Richard Zeng (HEDC), Christoph Matthaei (Zoology), and Peter Vlugar (HEDC)</p> <p>Students These Days Don't Know How Good They've Got It: Back in My Day... Tony Zaharic (Biochemistry), Lisa Russell and Phil Bishop (Zoology)</p>	<p>Café Style Swap Shop (# 133) O is for Open Howard Amos (Library) Bill Anderson (Distance Learning) and Richard White (University Copyright Officer)</p>
1:50-1:60 Session 5	<p>Panel (# 149) It Was a Standout Assignment (Not Just to Get the Tick): Student Teachers' Thoughts on a Disability-Related Project Gill Rutherford and 3rd year teacher education students (UOCE)</p>	<p>Papers (# 110, 126, 146) Chair: Helen Moriarty Ethics and Qualitative Data Collection: Minimising Power Differentials when Conducting Focus Groups Involving Students Peter Gallagher (Medical Education Unit, UOw)</p> <p>Innovation in Rehabilitation Technology: Development of a Student-Driven Educational Website for People with Chronic Conditions Leigh Hale, Catherine Smith, Hilda Mulligan, Chris Higgs and Susan Baxter (School of Physiotherapy)</p> <p>Grand Designs: Rebuilding Library Subject Guides to Support Student Research Melanie Remy (Library)</p>
1:60-1:80 Session 6	POSTER SESSION WITH WINE AND CHEESE (MEZZANINE) (#101, 115, 116, 142, 147)	
	<p>Technology and Trainee Interns: Is Obstetrics and Gynaecology Going the Distance? Joe Gallagher and Diane Kenwright (Obstetrics and Gynaecology, UOw) and Peter Gallagher (Medical Education Unit, UOw)</p>	<p>Clinical Teachers' Needs Assessment Helen Writter and Joy Percy (Clinical Education Advisors, Palmerston North campus)</p>
	<p>Using Poster Presentations For Peer Review: Peace and Conflict Studies Case Studies Heather Devere (Peace and Conflict Studies)</p>	<p>Demystifying Disciplinary Writing Conventions: A Peer-Learning Initiative Lee Adam and Carole Scott (HEDC)</p>
	<p>Obstetrics and Gynaecology Going the Distance? Joe Gallagher and Diane Kenwright (Obstetrics and Gynaecology, UOw) and Peter Gallagher (Medical Education Unit, UOw)</p>	<p>COMP 160 – A Case for the Learning Edge Momentum? Claudia Ott and Anthony Robins (Computer Science) and Kerry Shephard (HEDC)</p>

Tuesday, 30th of August

	Seminar Room 1	Seminar Room 2	Seminar Room 3
9:00-10:00 Session 7	<p>Panel (#138) The Tower and the Cloud: Scholarly Practice with Open Access Technologies Andrew Long (Information Science), Claire Gallop (Graduate Research), Anton Angelo (postgraduate student)</p>	<p>Papers (#117, 134, 141) Chair: Steven Sexton Undergraduate Awareness: Experiences and Perceptions of Research at Otago Rachel Spronken-Smith and Martine Darrou (HEDC) and Romain Miroso (Quality Advancement Unit)</p> <p>Countering Library Anxiety - an eLearning Response Judy Fisher and Sue Weddell (Library)</p> <p>Putting the Local in the Otago Learning Experience: Lessons Learnt from Collaborating to Orientate First Year Students. Simon Hart (Library) and Stephen Scott (Kaitiautoko Whakamātau, Sciences)</p>	<p>Café Style Swap Shop (#132) How Can We Teach and Assess Thinking? Clinton Golding (HEDC)</p>
10:00-10:30	MORNING TEA (FOYER)		
10:30-11:30 Session 8	<p>Panel (#153) Otago Teaching Excellence Awards Dorcas Buckingham (Law), Mike Colombo (Psychology) and Phil Bishop (Zoology)</p>	<p>Papers (#112, 114, 118) Chair: Paul Hendrick Initial Teacher Education Under a University Model Steven S. Sexton and Raylene Galvin (UOCE)</p> <p>Does Performance in Selection Processes Predict Performance as a Dental Student? Alison Fitch, Kathryn Ivis Ayers, W Murray Thomson, Rosemary J Sinclair, Gregory J Seymour (Dentistry) and Melany J Rohan (Division of Health Sciences)</p> <p>Crossing the Science-Humanities Divide Jennifer Rock (Centre for Science Communication)</p>	<p>Café Style Swap Shop (#121) Zeus – the Cloud Gatherer: In Action on action, a Technique for Shared Learning Charlotte Brown, Paula Whitelock and Shobhan Smith (Library)</p>

11:30-12:30 Session 9	<p>Panel (#122) Is Education for Sustainability a Role for Higher Education? Kerry Shephard, Mary Furnari and Tony Harland (HEDC)</p>	<p>Papers (#131, 145, 108) Chair: Vivienne Anderson Exploring Service Learning as a Means to Promoting an Ethos of Community Involvement Among Pre-Service Teachers Gaynor Corkery (UOCE)</p> <p>An Investigation of Undergraduate Medical Students' Discourses of General Practice Kelby Smith-Han and Chrystal Jaye (Dunedin School of Medicine), Ruth Fitzgerald (Anthropology & Archaeology) and Sarah Stein (HEDC)</p> <p>Embedding Maori Values to Create Culturally Relevant Academic Workshops Tepora Pukepuke (Te Whare Wānanga o Awanuiārang)</p>	<p>Papers (#120, 140, 154) Chair: Michael Winkoff The Development and Evaluation of an e-Learning Resource to Support Physiotherapy Student Learning Gisela Sole, Tony Schneiders, Kim Hebert-Losier and Meredith Perry (Physiotherapy)</p> <p>Mathematical Competence Chris Linsell and Megan Anakin (UOCE)</p> <p>Teacher as Coach Shirley Anne Gillett (UOCE)</p>
12:30-13:30	LUNCH (FOYER)		
13:30-14:30 Session 10	<p>Panel (#135) Kia Tau, Kia Tipu, Kia Puāwai: Divisional Initiatives to Tautoko (Support) Māori Success at the University of Otago Tangwai Rewi, Waikato (Hikenga Matua, Te Tumu) Ana Rangī, Ngāri Porou/Ngāri Kahungunu/Whakātohea/Ngāti Kua/Ngāti Kōata (Kaiawhina Māori, Humanities) Stephen Scott, Te Uri o Hāu (Kaitiautoko Whakamātau, Sciences) Ron Bull, Ngāi Tahu (Kaiawhina Māori, Business) Zoe Bristowe, Ngāti Porou/Ngāpahu (Kaiawhi, Health Sciences)</p>	<p>Papers (#136, 143, 151) Chair: Peter Gallagher Taking a 21st Century Approach to Library Design – Accommodating Modes of Learning Cate Bardwell and Mark Hughes (Library)</p> <p>Lights, Camera, Action! How Do Lecturers Feel About Being the New Stars of Otago TV? Lisa Russell (Zoology), Tony Zaharic (Biochemistry), Jacques van der Meer (HEDC) and Phil Bishop (Zoology)</p> <p>English Language Screening and Remedial Help for Health Professional Programmes James Green (Pharmacy)</p>	<p>Café Style Swap Shop (#119) Implications of PowerPoint in Teaching Jenny McDonald and Ayelet Cohen (HEDC)</p>
14:30-15:30 Session 11	<p>CLOSING PLENARY - Q&A SESSION (ST DAVID LECTURE THEATRE) Higher Education: The Bigger Picture</p> <p>Chair: Professor Nicola Peart (Law)</p> <p>Panelists: Associate Professor Tony Harland (HEDC) Katie Reid (Education Officer for OUSA) Dr Shef Rogers (English) Professor Vernon Squire (DVC A&I)</p>		

Abstracts

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Session 1

Monday, 9:30-10:30

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Monday, 9:30-10:30

Opening Plenary

Research Into Teaching is Not Research-Informed Teaching

Tony Zaharic (Senior Teaching Fellow in Biochemistry)

National Tertiary Teaching Award Winner in 2011

In this opening plenary, Tony will challenge participants to consider the role of research into teaching at Otago. The session will be interactive – clickers will be used – and is certain to be provocative! Tony has won many OUSA awards for teaching, gained a University of Otago Teaching Award this year, and was also awarded a 2011 National Tertiary Teaching Award.

Session 2

Monday, 11:00-12:00

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Monday, 11:00-12:00

Panel Discussion

(#155) Teaching, Learning and Internationalisation

Vivienne Anderson (Faculty of Dentistry), Greg Burnett and Mary Furnari (UOCE) and Jason Cushen (International Office)

'Internationalisation' is a current higher education (HE) buzz-word but its relevance to teaching and learning in higher education is rarely interrogated. This panel will include academic and support staff who bring a range of perspectives to the idea of 'internationalisation' (historical, pedagogical, student support-focussed, and research-based). The session will begin with each panel member discussing an aspect of 'internationalisation' as it relates to his or her teaching, research or student support work. Session participants will then be invited to reflect on the following questions in relation to their own teaching practice:

1. What is 'internationalisation' and (how) does it shape my teaching?
2. Who are the stakeholders in internationalised HE, and how are they positioned differently in a university context?
3. Who are 'international' and 'local' students, and how might these labels help or hinder teaching and learning?
4. How might we facilitate smooth transitions for students who move between teaching and learning contexts?
5. How might we facilitate all students' ability to think beyond 'the local' in an interconnected world?

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Monday, 11:00-12:00

Papers

(#104) The Effectiveness of Peer Assisted Study Sessions (PASS Programme): What Informs the Design of this Peer Learning Model?

Jacques Van der Meer (UOCE)

In 2008, the Student Learning Centre at the University of Otago conducted its first pilot into this peer learning programme. Since then it has been further expanded into a range of papers. The aim of the programme is to assist first-year students (especially in the first semester) to develop effective study skills in the context of an academic paper, rather than through stand-alone generic workshop. Weekly PASS sessions are facilitated by students who have demonstrated competence in the relevant paper in the previous year. Apart from in the Student Learning Centre, PASS sessions are also being held in some residential colleges.

Research from similar programmes overseas demonstrates the effectiveness of this intervention. At Otago, statistical analysis has shown that students who have attended eight or more sessions gain better marks than students who have attended none or fewer sessions. Some of the results from this statistical analysis here at Otago will be presented.

But what can explain the effectiveness of PASS? In this session, I will discuss some of the elements that inform the design of PASS and similar programmes. These include both educational and psychological principles. Current research undertaken at Otago with regards to PASS as well as further developments, will also be discussed.

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Monday, 11:00-12:00

(#156) Developing Critical Thinking and Writing

Carole Acheson (HEDC)

The key academic skills of critical thinking and developing an argument can be very difficult for students to grasp. It is not easy for inexperienced readers of academic literature to see the difference between description and discussion, an essential step before they can judge whether conclusions drawn are supported by adequate evidence. A useful approach to teaching generic critical thinking (as distinct from subject-specific critique, such as evaluating methodology) is to show the students how to identify argument so that they can not only assess it, but also see how it is constructed, and how to craft their own writing to present a convincing argument successfully.

In a straightforward exercise to develop students' critical reading skills, the tutor first selects for a worksheet one or two pages of a well-written argument, ideally from students' course reading. The tutor then leads the students through a structured and easily remembered process to define the argument in the excerpt, and consider whether points are adequately supported and discussed, and whether there is evidence of a critical approach. Class discussion of this analysis is guided to demonstrate and reinforce the techniques of critical reading, thinking and writing.

Student feedback has been very positive, including comments that the process has been a revelation about how to approach academic reading, as well as written assignments. A suggested change, successfully implemented, was to repeat the exercise with different material and less tutor guidance to increase students' confidence in working independently.

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Monday, 11:00-12:00

**(#137) For Students by Students:
Successful Postgraduate Peer Groups at Otago**

Simon Hart (Library)

This presentation will report on the application of research into peer support for postgraduates at the University of Otago. Following a small scale peer-support pilot conducted at Otago in 2009, the Library and HEDC now provide peer leadership for postgraduate students. Findings from this project supported international research that highlights the benefits of peer support including timely degree completion. Drawing from this work, the training and support now provided is designed to be for student by students, matching the open and connected nature of student groups.

During this presentation you will have the opportunity to learn about how postgraduate peer support is integrated as normal practice from a range of perspectives. One of the project leaders will establish the rationale for such an initiative, provide the institutional context for developing this service and discuss the logistics and pedagogies applied. An academic Head of Department will highlight the benefits for a Department and supervisor, and outline some of the supportive things a Department can do. A PhD candidate will provide the perspective of a peer leader in setting up a group. The model outlined here will have application for other collaborative projects that seek to build sustainable support for student learning.

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Monday, 11:00-12:00

(#105) The Impact of Outreach on Student Communication Skills and Attitudes

Dave Warren (Chemistry)

Society has issues about which the general public need to make informed decisions. Many of these involve specialist areas of knowledge that need communicating to the broader audience. The need for scientists to have a broad range of communication skills has never been greater; yet how can students learn these skills in a modern science degree? The Chemistry department has been running an outreach programme for over three years that is delivered by PhD and senior undergraduate students to pupils in schools throughout Otago. The impact of this program on the communication skills of these students will be reported, as well as their attitude towards communicating to the wider community.

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Monday, 11:00-12:00

Café Style Swap Shop

(#152) Increasing Creativity in Teaching

Ayelet Cohen (HEDC)

This informal session will introduce a creative process called "Design Thinking" which can be highly useful for enhancing teaching across all disciplines. The session aims to provide participants with all the tools they need in order to apply the design thinking method in their own practice.

Design thinking involves a series of steps leading from defining a challenge through to finding creative and practical ways of answering it. This process can be applied to any discipline and to over-arching questions and challenges, as well as to quite specific problems. In this session, we will use this method to address a particular teaching and learning challenge: "How can we assist students to understand a new concept?" Participants will be encouraged to share their practice and ideas, while working on finding creative and practical answers to the above challenge.

Session 3

Monday, 12:00-13:00

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Monday, 12:00-13:00

Panel

(#150) Collaborative Academic Writing Group

Megan Anakin, Catherine Morrison, Karen Nairn, Jane Tilson and Helen Trevethan (UOCE), Jenny Cameron (University of Newcastle), Adisorn Juntrasook and Rob Wass (HEDC) and Jude Sligo (Preventive and Social Medicine)

The aim of this study was to document how an academic writing group worked collaboratively to produce an academic article as a collective enterprise. Recent articles, written by participants of academic writing groups, document many features that have allowed their groups to be successful. However, there is an absence of reflexive accounts, written collaboratively by group members, about how those groups developed and applied their understanding of academic writing during the process of writing together. This study used interpretive methodology and a flexible research design that allowed participants to become co-researchers and learners in academic writing activities. Participants (n = 9) were postgraduate students and academic staff from the University of Otago, Dunedin and the University of Newcastle, Australia. Participants used face-to-face meetings and electronic media to facilitate individual and collaborative learning discussions about the writing process. As participants wrote and critiqued each others' texts, they produced reflections about their experiences. These reflections were analysed using an inductive approach. Preliminary results indicated that group members were confronted by a number of different tensions. Participants perceived these tensions differentially and in unique combinations. For example, participants identified the role of writer identity, the location of expertise, the development of shared language and meaning, the mechanics of writing, the impact of discipline-specific expectations, and the presence of a deficit model of learning as specific tensions. The participants of this study will present a mosaic of experiences and perspectives that show how learning about academic writing can be a dynamic and rewarding collaborative process that addresses each learner's specific needs. Academic writing groups at the University of Otago and other institutions of higher education can use this knowledge to inform the development and maintenance of their own academic writing groups. Each co-researcher and co-author will present a different aspect of the research for discussion.

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Monday, 12:00-13:00

Papers

(#127) Competency, Preparedness for Practice and Integration of Knowledge in Physiotherapy Students

Paul Hendrick, Leica Claydon and Gisela Sole (Physiotherapy) and Craig Wassinger (East Tennessee State University)

Integrating taught theoretical knowledge into practice remains challenging for students. The transition from a theory-based curriculum to a final year comprising clinical practice presents particular demands for both students and educators. The aims of this research were to explore clinical competencies, including student preparedness for practice and knowledge integration in clinical practice in the final year of the Physiotherapy course. Data was collected from a variety of sources: student clinical assessment grades; student on-line surveys that investigated preparedness for clinical practice; student and clinical educator focus groups that explored how students make the transition into the final clinical year. Overall, students were competent across the 3 main Physiotherapy disciplines (grade average B); however students perceived that they were only modestly prepared for clinical practice in the final year. The qualitative data revealed three themes: linking theory to practice, theory relevance and "thinking" like a Physiotherapist. The students identified that the teaching needed to be structured to allow time for reflection, and also integrated and aligned to what the students valued to allow them to apply theoretical knowledge in clinical practice. Early and consistent clinical exposure over the course was perceived by the students to be a key factor in assisting them to apply theory into practice. Both students and educators agreed that the transition from theory to practice could be facilitated by certain teaching approaches, particularly those that link teaching and learning to clinical practice. The educators better appreciated the difficulties associated with the transition into the clinically-based final year of study. Educators felt that student competency was largely influenced by student factors including student motivation, approach to learning and their emerging professional identity as a physiotherapist. These results highlight how structure and alignment of teaching influence a student's ability to integrate knowledge into practice.

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Monday, 12:00-13:00

(#128) Learning Through the Development of Your Own Teaching Practice

Rachel Byars (School of Applied Business, Otago Polytechnic)

The dilemma of teaching both a group of face-to-face students and a student enrolled from a distance provided the author with the challenge of developing online learning materials that would support teaching and ensure interaction of learners. Under both time and budgetary constraints, eLearning technology was used to develop material that provided a blended learning environment for all students.

The advanced use of Moodle, videos, quizzes and other technology was used as part of the developed resources. At the same time, the opportunity provided the lecturer with an opportunity for their own personal development and learning, achieved through the exploration and use of eLearning technology, as well as the opportunity for reflective practice.

The development of the learning materials was underpinned by current literature in eLearning such as Mason & Rennie (2008) and the Elearning Guidelines (Milne & Dimock, 2006). Different learning styles of students and augmented learning (how the student interacts with technology) were considered during the developmental process. Salmon's (2000) five stage model was also used as a valuable resource to understand the need to create greater interaction and participation between participants in eLearning courses. Attention to student support was also an integral part of the planning and design of the Moodle site.

Students provided valuable feedback on the support, flexibility, use of technology and connectedness of the course.

References

- Mason, R., & Rennie, F. (2008). *E-Learning and Social Networking Handbook*. New York, NY: Routledge.
- Milne, J., & Dimock, E. (2006). *E-Learning Guidelines*. Guidelines for the support of e-learning in New Zealand Retrieved 15 June, 2010, from <http://elg.massey.ac.nz/Guidelines-questions.pdf>
- Salmon, G. (2000). *E-moderating: The key to teaching and learning online*. London: Kogan Page.

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Monday, 12:00-13:00

(#130) The Effectiveness of a University Academic Support Programme for First Year Pacific Island Health Science Students

Faafetai Sopoaga, (Division of Health Sciences) and Jacques van der Meer (UOCE)

Pacific peoples are a migrant ethnic group in New Zealand, and suffer disproportionately from poor health and education outcomes, and share similar socio-economic challenges with Māori, the indigenous people of New Zealand. Recently there have been some improvements in outcomes for Māori, however, concerning trends remain for Pacific peoples. Improving education outcomes can contribute to improving health outcomes for Pacific peoples. Pacific peoples are poorly represented in the health workforce. The Pacific Orientation Programme at Otago (POPO) initiative is a new programme seeking to provide a holistic approach to improving academic outcomes for Pacific students in New Zealand. The programme involves setting up systems for support, monitoring performance and addressing concerns early in the first year at University. This presentation will outline the development of the programme, lessons learnt, and early indications of its usefulness or otherwise in improving academic outcomes for Pacific students studying first-year health sciences at University.

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Monday, 12:00-13:00

Papers

(#123) Monitoring Changes in the Environmental Attitudes of Higher Education Students

Kerry Shephard (HEDC), John Harraway (Mathematics and Statistics), Brent Lovelock (Tourism), Liz Slooten (Zoology), Sheila Skeaff (Human Nutrition), Mick Strack (Surveying) and Tim Jowett (HEDC and Mathematics and Statistics).

Many factors converge to assist and cajole higher education institutions to develop campus-sustainability initiatives and related curriculum changes. An implied expectation is that these initiatives will somehow impact on our students, increase nations' pools of citizens who embrace sustainability and confirm the status of higher education as a key agent of social change. Several disciplines are responding to the complex challenges presented to higher education. The Sciences and Engineering describe particular aspects of the issues and help to predict their likely impacts. Sociology and Political Science help us to understand these matters at the level of communities, societies and nations. Psychology explores links between individual knowledge, attitude and behaviour. Education may be the weak disciplinary link.

The challenge for Education is to better understand what and how our students are learning and how this links to what and how we teach. Higher Education practitioners generally accept that many of the attributes involved in Education for Sustainability are affective, rather than cognitive or skills-based; that we struggle to teach and assess affective outcomes; and that we are internally conflicted about our roles, as not all university teachers consider it their role to teach affective outcomes, and some have limited engagement with sustainability at a personal level. These concerns merge to limit our ability to monitor our impact on students' sustainability attributes.

Researchers at the University of Otago have been exploring how to benchmark and monitor changes in the affective sustainability attributes of students, and have established a longitudinal study to monitor changes as students experience higher education in several disciplines. This paper describes our research approach and introduces some preliminary results.

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Monday, 12:00-13:00

(#106) Dealing with Diversity: Experiential Teaching of Culture in Medicine

Jim Ross, Kristin Kenrick, Chrys Jaye and Peter Radue (Dunedin School of Medicine)

Aims: To enable clinical medical students to reflect on the vexed concept of cultural competence; explore 'culture' and its relationship to medical practice; defamiliarise the familiar; make links between diversity and Patient-centred Medicine; and start to develop frameworks and strategies to help deal with the diverse needs of patients and patient groups.

Theoretical background: Several health professional registration bodies have chosen 'cultural competence' as a frame for dealing with cultural diversity in clinical practice. This presentation critiques this concept.

Teaching and learning approach: Following discussion with the Hauora Maori convenor at Dunedin School of Medicine, our team decided to provide learning opportunities in this area for clinical medical students. In keeping with our overall philosophy of experiential learning, and in order to help break down some unquestioned presuppositions, we chose small-group workshops and students' reflection on observations from clinical practice as our teaching and learning methods. We invite guest tutors in order to increase the diversity of viewpoints and to provide peer feedback.

Outcomes: We have now run this programme for three sets of about twenty 4th year medical students. The initial morning session consists of discussions and exercises in four small groups along with plenary discussions. It ends with 'take-home messages' from each group, the provision of readings, and the task of observing events relevant to the themes discussed while the students are in their General Practice placements. They report and discuss these real-life observations in a second small group discussion at the end of the clinical placement.

Evaluation: Students' evaluations have indicated that they found these sessions enjoyable and relevant. They report a variety of individual take-home messages. Their suggestions for improvements and those of tutors have already led to changes in the detail of the programme.

References:

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Monday, 12:00-13:00

(#102) Learning to Portray Empathy

H Moriarty, M Huthwaite, S Pullon and P Gallagher (OUW)

Aim: to explore the teaching and learning of clinical empathy skills.

Explanation: Outside the field of medicine, empathy is a mode of understanding that specifically involves emotional resonance. In contrast, physician educators define empathy as a form of detached cognition, but as physicians' emotional attunement greatly serves the cognitive goal of understanding patients' emotions, this has important implications for teaching empathy (Halpern 2003)

Methods: This presentation reports on a prospective longitudinal cohort-control study of year 5 & 6 medical students. Two intervention cohorts were studied: those exposed to an Empathy teaching innovation and those exposed to the new ELM undergraduate medical curriculum. The dataset includes a validated empathy tool (JSPE), a brief intervention assessment tool (BECCI), OSCE results, and peer-, tutor- and self-rated skills performance.

Results: There were statistically significant improvements in empathy measures following the first intervention. Analysis of the second intervention is ongoing.

Discussion: Local and international future collaborations.

Conclusion: Elements of portrayal of clinical empathy can be "taught", but this concept deserves further exploration.

Session 4

Monday, 14:00-15:00

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Monday, 14:00-15:00

Papers

(#113) Teaching as Inquiry: An Example From Teacher Education

Jill Paris (UOCE)

This paper will share a self-study approach to teaching and learning, which evaluated the effectiveness of a model of pedagogy used in teacher education. The model of congruent teaching (Swennen, Lunenberg and Korthagen, 2008) consists of three components: modelling, explaining the choices made while teaching, and making links to theory. The study utilised a teaching as inquiry perspective (Ministry of Education, 2007) and built on previous work by our team of teacher educators (Paris, Polson-Genge, and Shanks, 2010). We further explored congruent teaching in a team workshop, where we worked on developing a shared understanding of terminology and concepts and ways of implementing in our own practice. Data was collected from student teachers in one class, where they completed an evaluation of the teaching approaches used for one topic, and completed a reflection on their implementation of the learning in their own teaching practice placement. The analysis categorised the evaluation responses according to the model of congruent teaching and summarised the learning and thoughts of the student teachers from the reflections. Our workshop confirmed Swennen et al's conclusions about the importance of having a common language for teacher educators to discuss their work, and for teacher educators to be able to link their own practice to theory. Student data confirmed that congruent teaching is an effective pedagogical model for their learning. Although situated within teacher education, there are implications for all teachers about reflecting and gathering evidence of the impact of teaching approaches on our learners.

References

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Monday, 14:00-15:00

(#125) The Impact of Contextualising Learning on Student Understanding of the Māori Language Curriculum in Te Tumu

Tangiwai Rewi and Karyn Paringatai (Te Tumu)

A University Teaching Development Grant from CALT funds this research project to localise curriculum content, with a completion date of December 2011.

Currently the Māori language curriculum that Te Tumu uses from 100-400 level, the Te Whanake Series, is taught using non-local examples to support parts of the language lessons. The assumption is that students' learning and understanding could be improved by introducing a local context to these examples to aid students' retention of information and improve their ability to learn the language.

There are two aims to the research project. The first aim is to research how examples to be used can be specifically related to Otago/Southland by developing/sourcing local material to support the curriculum. The second aim is to research what impact contextualising the curriculum examples to a local context will have on students' learning. Currently most of the examples used in the curriculum are from or about another town and region.

The project is being carried out in two phases. The first phase required Te Tumu language staff to identify, within the language papers they teach, current examples that could be replaced by local examples - of geography, flora and fauna, for instance. The principal investigator then prepared replacement lessons including the localised content. After offering the existing and the new lessons, students were asked to compare and comment on each via a questionnaire. A literature review is concurrently being undertaken by a research assistant.

Phase two involves a second research assistant developing/extending the local material in accordance with the developments from phase one, and aligning the new material to the correct parts of the relevant language papers.

This presentation gives an outline of the research project, the experiences and learnings so far with the 200 level Te Pihinga paper.

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Monday, 14:00-15:00

**(#139) Field Trips to the Virtual Mall -
Postgraduate Students Experiment with Identity Construction in Second Life™**

Lesley Procter (Sociology, Gender and Social Work)

In 2009 and 2010, I facilitated a small class of postgraduate students undertaking study in a micro-sociology course. As part of course requirements, each student undertook the creation of an avatar in Second Life™, reported on their experiences by submitting field notes, and then analysed their reactions in relation to the literature on the social construction of identity. This paper reports on the benefits and pitfalls of this approach as a pedagogical strategy, making recommendations about best practice considerations. The paper situates the teaching initiative within a wider body of literature on approaches to problem-based learning, communities of practice and the use of virtual worlds in teaching.

Feedback from the students suggests that the practical problems associated with creating their avatar brought the theoretical considerations to life, fleshing out the degree to which social construction guided their choices and opinions in-world. Students also reported conflicts between the normative appearances available to them and their desired identity outcomes. In ways that neither the students nor myself had expected, these tensions helped to contextualise the issues of subjectivity visibility/invisibility in real-world situations around which the course was structured.

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Monday, 14:00-15:00

Papers

(#107) Podcasts in Language Learning: Strategy Use in Online Digital Listening

Antonie Alm (Department of Languages and Cultures)

In this presentation I will report on the findings of a CALT funded project on listening strategies in online digital listening. The aim of the study was to identify strategies for online second language listening, to develop an inventory of metacognitive and technical listening strategies and to establish how these strategies are best implemented in a classroom-based learning environment.

28 students of an intermediate German class participated in this project. As part of their language work required for the class, they were asked to subscribe to a German podcast of their choice and to write in weekly blog entries about the podcasts they listened to. In their final assignment, they had to write a podcast review and include a section on recommended listening strategies for this podcast. At the end of the semester all 28 students responded to an online questionnaire on their podcast and strategy use, and 15 students agreed to take part in three focus group interviews.

I will present and discuss the findings emerging from this data (which was transcribed, coded and analysed with the help of a research assistant) that reveal interesting insights into both podcast and strategy use. The analysis of data indicates that authentic use of podcasts triggers the appropriate use of listening strategies, which is often genre specific (and less dependent on learner type, as I had assumed). It also became apparent that social strategies, such as sharing information on podcasts with classmates and friends and blogging about listening experiences, had potentially a stronger influence on strategy use than strategy training.

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Monday, 14:00-15:00

(#124) Sustainable Mobile Learning: Experiences in a Zoology Paper

Swee-Kin Loke (HEDC), Mark Lokman (Zoology), Michael Winikoff (Information Science), Jenny McDonald (HEDC), Rob Wass (Zoology), Maryam Purvis (Information Science), Richard Zeng (HEDC), Christoph Matthaer (Zoology), and Peter Vlugter (HEDC)

Our project investigated the integration of mobile learning into an undergraduate Zoology module in which students undertook research projects in groups. We report on students' adoption rate of the mobile learning option and their perceptions of its utility, with the aim of informing the design of sustainable mobile learning environments. A sustainable mobile learning environment is one where students use their own (diverse) devices rather than provided devices, where students choose to use the technology because it is relevant and useful rather than because it is novel (or worse, mandated), and where a broad range of topics is considered rather than carefully selecting topics that suit the technology. While there have been many non-sustainable mobile-learning pilots in the literature, there have been few sustainable mobile learning environments. We carefully designed a sustainable mobile learning environment, informed by literature (e.g. Frohberg et al., 2009) and best practice (e.g. we emphasised students producing and making sense of data, maximised learner control, and allowed students to use their own mobile devices), and provided it as an option to Zoology students. We found that few students made use of the mobile learning infrastructure because existing means were preferred (50% of expressed views [each student could express multiple views]), mobile learning was perceived to be irrelevant for the learning task (19% of views), and students preferred to use existing tools such as emails, digital cameras or face-to-face meetings (29% of views). Our findings suggest that the initial enthusiasm about mobile learning may be misplaced, and that designing a sustainable mobile learning environment is harder than designing a pilot that shows the promise of mobile learning.

References:

Frohberg, D., Göth, C., & Schwabe, G. (2009). Mobile learning projects: A critical analysis of the state of the art. *Journal of Computer Assisted Learning*, 25 (4), 307-331.

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Monday, 14:00-15:00

(#144) Students These Days Don't Know How Good They've Got It.

Back in My Day...

Tony Zaharic (Biochemistry), Lisa Russell and Phil Bishop (Zoology)

Over the last decade, as more and more ways of delivering resources have become available, educators have struggled with which resources to make available and when to release those resources: "if I make my powerpoint slides available beforehand they won't engage in the lecture", "if I make recordings of my lectures, students won't come". I think there is a "letting go" point that University academics need to reach. There is a schism between belief and practice. We all believe that tertiary education is about creating independent learners, yet many of us find it difficult to relinquish control over our resources for fear that students "won't learn in the right way". In this paper we will discuss our experiences with providing audio and video podcasts as learning tools in 100- and 200-level papers.

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Monday, 14:00-15:00

Café Style Swap Shop

(#133) O is for Open

Howard Amos (Library) Bill Anderson (Distance Learning) and
Richard White (University Copyright Officer)

'Open' is a word we hear a lot in the tertiary environment these days but it means different things to different people. An increasing number of tertiary teachers are sharing their teaching resources beyond the classes that sit in front of them, opening them up to other students and to academic colleagues around the world. And there are increasing opportunities to use materials that have been designed and shared by others, through sites like Connexions or WikiEducator. Some institutions have undertaken major initiatives to publish all their course resources under Creative Commons licences for others to re-use, like MIT's OpenCourseWare or the Open University's OpenLearn. Open Access Journals are on the increase, with some, like the Public Library of Science (PLoS) publishing hundreds of peer-reviewed academic journals a month under creative commons. Data is being opened by governments and other publicly-funded institutions, as in the NZ government's NZGoal Framework.

This swap shop will provide a forum for participants to share research and demonstrate practice in relation to openness as it enhances teaching and learning. Participants will also include the University Librarian, the Director of Distance Learning, the University Copyright Officer, library and academic staff who practice or are interested in openness in its various guises.

The swap shop will look to achieve several positive, concrete outcomes: an 'Open Otago' wiki will be set up to extend the conversations around this topic prior to Spotlight and post-event; increased awareness of Openness will be fostered in tertiary teaching for staff who wish to learn more; it will support and develop current practice, for those, for example, who use UniTube as an open means of disseminating their work; and the establishment an 'Open Otago' Community of Practice will be mooted.

Session 5

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Monday, 15:00-16:00

Panel

(#149) It Was a Standout Assignment (Not Just to Get the Tick): Student Teachers' Thoughts on a Disability-Related Project

Gill Rutherford and 3rd year teacher education students (UOCE)

How teachers think about various aspects of human difference makes a significant difference in the kind of education students receive. Students who have impairment are particularly at risk of being falsely and narrowly known in terms of their 'special needs' label, a master status that tends to obscure their competence and individuality. Teacher educators can play a critical role in interrupting deficit thinking and providing alternative, more hopeful ways of understanding human diversity. How this may be done will be shared in this presentation, which outlines a project carried out with student teachers, the purpose of which was to explore different ways of knowing disability.

The 'Learning Through Stories' assignment required students to examine a range of disability related resources (e.g. first person accounts, websites, films, academic articles) in order to develop an understanding of school life from disabled students' perspectives. The student teachers were then asked to synthesise the knowledge they gained to inform their creation of a story that portrayed an aspect of school life from the viewpoint/voice of a disabled student. The story could be 'told' in whatever way student teachers chose (e.g. picture story, cartoon, art work, poem). The assignment guidelines were consistent with Universal Design for Learning (UDL) principles, which highlight the need to (a) present information in multiple ways, (b) enable students to demonstrate their understanding in multiple ways, and (c) ensure that the task is engaging and relevant. Students' work was, for the most part, of an exceptionally high standard, making marking a joy (yes, you read it correctly). In this presentation, student teachers will share their perspectives regarding the process and outcomes of the assignment. Their voices are worth hearing.

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Monday, 15:00-16:00

Pecha Kucha - "What Works for Me as a Teacher"

"Pecha Kucha" is a Japanese term for "chit-chat". A Pecha Kucha presentation is a unique format that focuses on telling a story using 20 images X 20 seconds per image (6:40 minutes in total). Used extensively, this format allows presenters to simply get their message across in a creative and rapidly paced manner.

We would like to thank the Dunedin Fringe Arts Trust and Mark McGuire for their support in preparing this session.

(#103) We Don't Need No... iPad

Swee Kin Loke (HEDC)

After Apple launched its iPad, a surge in studies/articles aimed at finding its educational uses was observed, as with the invention of many new technologies over the last 100 years (Cuban, 2001). This "mass screening" approach to integrating educational technologies has failed to transform teaching practices (Reeves, McKenney, & Herrington, 2011). How then should we approach the problem? Hint: not by marveling at the iPad's 9.7-inch LED-backlit display.

References:

Cuban, L. (2001). *Oversold and underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
Reeves, T.C., McKenney, S., & Herrington, J. (2011) Publishing and perishing: The critical importance of educational design research. *Australasian Journal of Educational Technology*, 27(1), 55-65.

(#148) Course Data: Supporting and Surprising

Stephen Scott and Sue Heath (Zoology)

Each University paper generates data about the students that take it. Did they turn up, did they hand in assessment, what was their mark? What can we do with this data to support our students, give us feedback on our teaching practice and give us ideas on how to improve educational outcomes for our students? We investigate our 200-level Zoology papers and present data that support our practice and data that surprised us.

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Monday, 15:00-16:00

(#109) The Trials and Trails of One Māori Tertiary Student

Tepora Pukepuke (Te Whare Wānanga o Awanuiārangi, Tāmaki Campus)

Māori tertiary student success is impaired by complex factors, including being first generation academics, whanau expectations and obligations, and cultural differences. These factors are noted by low cultural continuity between home and the education environment, emergence of guilt for non-attendance at whanau events, and poor acculturation to campus life.

This presentation will use the conceptual framework of Māori social scientist, Tepora Pukepuke, who evokes the emotion and sentiment of using an auto-ethnographic account of her study journey. She demonstrates her own drive to succeed in a mostly hostile and certainly puzzling academic world. Told with honest diction and the ability to laugh at herself, she maps her own passage from rowdy off-task student to the serious academic combatant she is today. She pinpoints academic milestones that brought moments of celebration and great pleasure, the heart-hurting moments of failure and alludes to assignment disgrace. Lastly, she introduces the steadfast mentors and friends who gave her the greatest gifts for successful completion of studies - their companionship and faith in her abilities.

Tepora is now working in a Māori institution providing academic and pastoral support to students. She merges her own experiences with four years of study and research of Māori student support to develop a range of academic workshops that embed tikanga Māori, allowing a more palatable approach to academic support for Māori. While the work is student-focused there is an importance to the work with academic staff to promote excellence in teacher delivery, curriculum development and raising academic standards. Although her workshops are designed for Māori students, the application is relevant to all tertiary students as another useful tool for understanding the complexities in achieving tertiary success.

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Monday, 15:00-16:00

(#129) "I Haven't Got a Thing to Wear!"

Jenny McDonald (HEDC)

What the 'best dressed' technology savvy teachers will be 'wearing' next year and some daring predictions for the next decade.

Under the critical spotlight in this pecha kucha session are

- * All the alpha-learnings, e, m, and i plus the all new q!
- * The one technology no teacher should be without, plus
- * Out on the street - what's hot from the teaching and learning trenches.

(#111) What Works for Me as a Teacher

Anita Gibbs (Sociology, Gender and Social Work)

This short 'chit chat' style of presentation is an example of one feature that enables me to be an effective teacher - that of trying new techniques and styles of presentation in order to facilitate interest in the topic I am teaching, as well as the learning of new skills or ideas. I aim to engage students in their learning by being enthusiastic and knowledgeable about a topic, but also by enabling them to bring and use their life knowledge and experiences to the topic. This presentation will take only 6 minutes and 40 seconds and will illustrate my approach to being a social work educator at the University of Otago. Social work education requires the use of 'real life' case study examples and a reflexivity about one's own personal life contexts, in order to provide realistic models of how to practice as a social worker. I will present up to 20 slides demonstrating what works for me as a teacher, and include commentary on some of the key principles of social work education, such as enabling access, equality of opportunity, people's right to educated, and constant reciprocity between learners and educators; key values, such as optimism, enthusiasm, and empathy; and key strategies, such as the use of humour, persuasion, planning, timeliness and lollies.

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Monday, 15:00-16:00

Papers

(#110) Ethics and Qualitative Data Collection: Minimising Power Differentials when Conducting Focus Groups Involving Students

Peter Gallagher (Medical Education Unit, UOW)

A key ethical challenge faced by teaching staff who wish to conduct research with students, whom they also teach, is that of implicit or explicit coercion. In 2010 study was undertaken which investigated the features medical students believed contributed positively to their learning during clinical attachments. That study involved collaboration between the New Zealand Medical Students Association and the Faculty of Medicine, University of Otago.

The study had a significant point of difference when compared with other studies on the same or a similar topic. We reviewed published research between 1990 and 2010, which had a focus on quality clinical learning environments. Whilst all of the reported studies involved students, the research was initiated and undertaken by academic staff with the students' role being merely that of research participants.

Our qualitative study was wholly designed, conducted and analysed by students, and the recruitment, organisation and moderation of the focus groups were undertaken exclusively by students. This approach may have reduced significantly any potential for data contamination due to power differentials that may arise when academic staff or their representatives conduct research that involves students as participants, particularly when it involves staff and students from the same institution.

The primary involvement by an academic staff member was that of a faculty medical education advisor (MEA) who acted in a training, advisory and supportive capacity. Arising from this approach to data collection the following question arises: in a focus group interview, are students more open in their responses when the discussion is facilitated by their peers?

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Monday, 15:00-16:00

(#126) Innovation in Rehabilitation Technology: Development of a Student-Driven Educational Website for People with Chronic Conditions

Leigh Hale, Catherine Smith, Hilda Mulligan, Chris Higgs and Susan Baxter
(School of Physiotherapy)

Both physiotherapy students and people living with chronic conditions are increasingly seeking electronic resources to increase their knowledge; electronic information is taking the place of printed educational material. Future physiotherapists may wish to develop websites to assist in the support and management of their patients. Our aim was to enable physiotherapy students to construct and maintain a website to support the learning of undergraduate physiotherapy students attending two clinical placements provided by the School of Physiotherapy: one placement for people with diabetes and the other for individuals with multiple sclerosis. Two groups of fourth year physiotherapy students created two websites as research projects in fulfillment of their baccalaureate degree. Multiple methods were used to develop the websites: qualitative analysis of focus group discussions and individual interviews with both physiotherapy students and people with diabetes or multiple sclerosis, a literature review, and a technical learning component. One website was devoted to multiple sclerosis and one to diabetes. Each website had two parts: one to support people living with the condition who attend the School's clinical placements, and the other part to support the learning of the students attending the clinical placement. A third fourth-year physiotherapy research group evaluated the learning of the students who had initially developed the websites. The websites are now "live" and students and patients are able to access them. Students attending the clinical placements now are asked to evaluate the website and upgrade or add to the information on it. The websites developed were well received and were reported by both students and patients to be useful and valuable. Creating a website can enhance student learning via a constructivist learning environment; the website enhances student learning by providing opportunity to students to develop skills for the development and use of electronic resources for their future practice.

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Monday, 15:00-16:00

(#146) Grand Designs:

Rebuilding Library Subject Guide to Support Student Research

Melanie Remy (Library)

Making scholarly information easy to find and use is a major goal for the Library. We are working to create compelling, student-oriented web guides to mediate information overload, foster awareness of information resources, and support information skills development. Based on best practice for designing information “pathfinders,” a cross-departmental Library team revamped existing subject-specific research guides. We implemented a new software platform and designed a content template intended to make the guides more relevant, useful and current. The new subject guides were released as they became available before and during Semester One 2011, and were officially announced to the University community in July 2011.

Compared to last year’s usage, which was measured in relation to the old-format guides, page views for the new guides have increased overall. Some have received three and four times as many hits. Subject librarians now have direct control over the management of the guides, and they can continually update and customise research information for beginning researchers.

The increased usage of the guides suggests that more users return to them after the first viewing. Librarians believe that they are creating better targeted and more useful guides for researchers in their particular disciplines. However, we have yet to explore directly with students what they believe is valuable in terms of research resources. The subject guides re-design project needs to go further and involve students in evaluating its effectiveness.

Based on usage statistics, the re-design of the subject guides has been successful so far. By analysing informal feedback gathered from students and staff, and from our own experience seeing users interact with the guides, librarians plan to conduct a formal assessment to explore the usefulness of the guides and their impact on students’ library research experience.

Session 6

Monday, 16:00-18:00

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Monday, 16:00-18:00

Poster Session with Wine and Cheese

(#101) Technology and Trainee Interns: Is Obstetrics and Gynaecology Going the Distance?

Joe Gallagher and Diane Kenwright (Obstetrics and Gynaecology, UOW) and Peter Gallagher (Medical Education Unit, UOW)

Introduction: Many sixth year (Trainee Intern) O & G medical students are placed in provincial centres. Previous feedback surveys suggested that these students felt disadvantaged using distance education. Currently distance education is delivered using traditional methods (textbooks, DVDs) and 'Web 1.0' software (emails, static material on Blackboard). Do we need to invest more in 'Web 2.0' technologies to improve distance education?

Method: Using structured interviews and a survey we asked how staff and students would prefer to access distance education, how familiar they were with 'Web 2.0' software (wikis, podcasts, blogs and social networking), and what is required to make distance education work well.

Results: 'Web 2.0' technologies were used by students socially but not academically – except for Wikipedia. Both staff and students felt competent using the internet ('Web 1.0'), but many students did not access Blackboard for information, citing the limited material there as a reason. Both groups highly valued face-to-face contact, and distant students were frustrated by their inability to attend tutorials.

Discussion: Universities should consider investing in and encouraging video-conferencing and better use of current technology, rather than implementing 'Web 2.0' technology. The latter will likely move from the social to academic arenas in the future, but development of this is not immediately necessary to meet students' learning needs.

Conclusions: A blended learning delivery comprising video-conferencing combined with better use of Blackboard™ would meet students' learning preferences.

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Monday, 16:00-18:00

(#115) Using Poster Presentations For Peer Review: Peace and Conflict Studies Case Studies

Heather Devere (Peace and Conflict Studies)

Peace and conflict studies, conflict resolution, conflict transformation are all fundamentally concerned with dialogue, debate, sharing of information, collegiality and communication. If the teaching and learning process can incorporate some of these aspects, then the theory and practice are brought more closely together. This paper looks at two different programmes where students' research is presented to their peers, and other interested parties, via a poster presentation.

The entire assessment programme for a second-year undergraduate paper at AUT University entitled 'War and Peace' was designed to replicate the process of academic research, culminating in a poster presentation at a 'conference' of their peers and invited academic visitors, and a written paper for publication. At the Centre for Peace and Conflict Studies at the University of Otago, poster presentations are used for all post-graduate research students to present their research-in-progress to their peers, faculty staff and invited visitors.

In both cases, the poster presentation model provides an opportunity for building confidence, receiving academic feedback, as well as peer learning, collaborative discussion and interaction. The value of peer learning has been well documented. Other skills encouraged in the production of an academic poster are concerned with presenting complex information concisely, with creativity and in a way that is visually accessible.

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Monday, 16:00-18:00

#116 Clinical Teachers' Needs Assessment

Helen Winter and Joy Percy (Clinical Education Advisors, Palmerston North campus)

Introduction: This presentation describes the preliminary results of a needs assessment of medical teaching in the MidCentral and Hawke's Bay regions where Trainee Interns (TIs) are now placed for the year. We undertook an assessment of teaching needs to identify present teaching skills and learning requirements across Primary and Secondary care.

Method: A survey was developed with www.surveymonkey.com and the results collated with the tool. The results are from 85 participants.

Results: 61% are currently involved in TI teaching, 50% with first year intern teaching and 40% involved in training other health professionals. On the level of training that doctors had received in medical education, 35% had no formal training and 46% had attended one or more courses. The type of teaching undertaken included 86% in opportunistic teaching "on the run". The results also identified key teaching skills that are not well used, including assessing prior learning, setting learning objectives and making lectures interactive. There was also a low level of familiarity with many teaching tools including using an ice-breaker, lesson plans and learning styles. Peer observation and anonymous feedback forms were favoured for feedback on teaching, but 40% never use feedback forms. Further professional development in teaching is highly desired with 81% wanting more development and 77% wanting to be more involved in teaching. 50% offered to assist others in teaching-skill development. The preferred format of teaching on medical education included workshops, peer review, web-based teaching and over 40% would be interested in receiving online educational articles. Maximising opportunistic teaching was rated highly as a skill for improvement. Others included maintaining interest and increasing student involvement. Time and skill level were the main limitations for teaching. Suggestions on improvements for regional teaching included provision of space for group discussions, increased utilisation of patients, peer review and development of a departmental focus.

Conclusion: There is a strong teaching focus in the regions, and on-going development of workshops, peer review and on-line resources would be supported by practitioners.

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Monday, 16:00-18:00

#142 Demystifying Disciplinary Writing Conventions: A Peer-Learning Initiative

Lee Adam and Carole Scott (HEDC)

To achieve successful grades in writing tasks, higher education students are not only required to display content knowledge, but are also expected to employ the conventions and discourses specific to their discipline. Although Learning Advisors are well placed to provide information and support around the generic conventions of academic writing, they do not possess discipline-specific knowledge of every subject taught at the institution.

Peer-learning initiatives are well documented as an effective and sustainable way to develop student learning. The Student Learning Centre at the University of Otago has implemented a successful peer-writing initiative, in which high achieving undergraduate students provide one-on-one writing support and assistance to first year students. The Student Learning Centre co-ordinates the programme and provides on-going training and support to the peer educators. The success of this programme, particularly around addressing discipline-specific language and conventions, suggests the initiative would benefit from being firmly embedded within disciplines, thereby reaching more students and fostering communities of practice.

This poster presents a model for a successful undergraduate peer-writing programme that can be implemented within individual faculty towards developing effective writing skills and promoting efficacy and first year student engagement.

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Monday, 16:00-18:00

(#147) COMPI60 – A Case for the Learning Edge Momentum?

Claudia Ott and Anthony Robins (Computer Science) and Kerry Shephard (HEDC)

A bi-modal grade distribution is a common pattern for introductory computer programming courses worldwide. High failing rates are a serious problem with such courses. COMPI60, the introduction of the Java programming language (at University of Otago), is no exception and approx. 40% of the students do not finish this course successfully. On the other hand, there is always a considerable number of students completing with excellent grades. Students with average grades are the minority.

The Computer Science department has conducted research to explain this anti-normal grade distribution. As the students' preconditions (e.g. their math abilities) could not serve as a satisfactory explanation, the causes were suspected to exist in the integrative nature of the course. The Learning Edge Momentum (LEM) hypothesis was developed by Anthony Robins (Robins, 2010).

To testify the existence of LEM and to gain a deeper understanding of the students' learning process, COMPI60 will be closely monitored this semester. Studies on the students' development of confidence, learning progress and reasons for dropping the course will be carried out. Data gathered in the past years while teaching COMPI60 will also be thoroughly analysed. Based on these studies we hope to design an effective change for the course. If LEM can be credited for the bi-modal grade distribution, interventions should be introduced to prevent the development of a negative learning momentum.

In this poster we (A) present the Learning Edge Momentum hypothesis for discussion, (B) explain how we investigate the existence of the momentum and (C) discuss potential changes for the course structure, teaching methods and learning aids.

Reference:

Robins, A. (2010). Learning edge momentum: A new account of outcomes in CSI. *Computer Science Education*, 20(1), 37-71.

Session 7

Tuesday, 9:00-10:00

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Tuesday, 9:00-10:00

Panel

(#138) The Tower and the Cloud: Scholarly Practice with Open Access Technologies

Andrew Long (Information Science), Claire Gallop (Graduate Research) and Anton Angelo (postgraduate student)

Teaching and learning within an institutional framework are increasingly challenged by the proliferation and rapid adoption of open-access and cloud-based technologies. For example, social media, file sharing, online surveys, virtual ethnography, and online collaboration are common day practices for many students and academics. How the institution best supports these practices becomes increasingly complex. A student, researcher and administrator will share their varying experiences and highlight issues that impact on scholarly practice.

Scholarly practice in the cloud creates a new environment for old ethical issues to appear. Issues of consent, data security, anonymity, and participant safety are challenged by the efficiency and immediacy of today's online environment. Although the underlying concerns and challenges to researchers may not be new, new technology means we must constantly reassess how we deal with them.

Social media such as Facebook, Twitter, YouTube, blogs, wikis, etc. provide an array of new ways to share information and interact with students. While they offer many potential benefits, it can be difficult to select and integrate the right tools for a specific course or task. Moreover, ensuring that the social media are embraced by students is a challenge and needs to be overcome to be of any use.

This discussion will raise a greater awareness of the practical questions that impact on teaching and learning in which students' social lives are infused with diverse and accessible technology options. It will provide a forum in which responses and solutions can be shared.

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Tuesday, 9:00-10:00

Papers

(#117) Undergraduate Awareness, Experiences and Perceptions of Research at Otago

Rachel Spronken-Smith and Martine Darrou (HEDC) and Romain Miroso (Quality Advancement Unit)

In recent years many higher educationalists have criticised research-intensive universities for failing to provide their undergraduates with any sense of being immersed in a research culture. The University of Otago is indeed the top-ranked university for research in New Zealand and has a strategic imperative regarding excellence in research-informed teaching. But how do undergraduates experience Otago's research culture? This study used a survey to explore undergraduates' awareness, experiences and perceptions of research at Otago. The survey was administered online to 4482 undergraduate and honours students in 2009, with a response rate of 28.5%. Data were analysed through descriptive statistics and coding of freeform comments, using an inductive approach. Survey results for final year students at Otago showed that undergraduate awareness, experiences and perceptions of research compared very favourably to UK and Canadian research intensive universities, and indeed Otago students reported higher ratings for some measures. When comparing responses across the cohorts, it was clear there was increased awareness and experience of research as students progressed through years of study. Although encouraged by the results, there is much room for improvement. First year students have a much lower level of awareness of the research culture, and few opportunities to engage in research. Current initiatives are underway to raise the profile of undergraduate research and inquiry, and it is hoped that surveys in future years will demonstrate an improvement in student realisation of the research culture within which they study.

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Tuesday, 9:00-10:00

(#134) Countering Library Anxiety - an eLearning Response

Judy Fisher and Sue Weddell (Library)

Library anxiety, a term first coined by Mellon (1986), is a well-documented phenomenon describing the apprehension and fear felt by students, especially in their early years at university. Factors such as library physical layout, policies and staff affect the students' use of the library (Jiao as cited in Cleveland, 2004).

A lecturer in an Anatomy course discovered a common perception amongst her one hundred and eighty 2nd year students that the Medical Library was only for medical students. They thought that the students working in the library would 'look down on them' because they weren't medical students. (The medical students, predominantly clinical students, often occupy the first row of computer terminals seen as one enters the Library.) In addition, this notion possibly came from the fact that many clinical students across all Health Science cohorts are required to dress to a higher standard than those who are not clinical students.

The focus of this exercise was to give the Anatomy students confidence to walk in the doors of the Medical Library and knowledge to use the library successfully, by understanding the University Library, the physical layout of the Medical library and its resources.

While the whole module was presented through the Learning Management System (Blackboard), using online instructional videos and a quiz, the students were required to physically walk into the Library to collect their quiz and to carry out some tasks. Students were required to pass the test with 100% to achieve Terms. Feedback from the lecturer has been extremely positive and consequently this module has been reused with a much larger cohort of students with a 100% completion rate.

References:

- Cleveland, A. (2004). Library anxiety: A decade of empirical research. *Library Review*, 53(3), 177-185.
- Mellon, C. A. (1986). Library anxiety: A grounded theory and its development. *College and Research Libraries*, 47(2), 160-165.

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Tuesday, 9:00-10:00

(#141) Putting the Local in the Otago Learning Experience: Lessons Learnt from Collaborating to Orientate First Year Students.

Simon Hart (Library) and Stephen Scott (Kaitautoko Whakamātau, Sciences)

The University of Otago is unique in that 74% of enrolled first-year Bachelors students are in Residential Colleges. Through their programmes, Colleges add value to these students' experiences in terms of orientation, social networking, academic and pastoral support. Furthermore, completion rates are significantly higher for students who have had this College experience. Until recently, local students were not eligible for this opportunity. They make up 16% of the 2011 student population with only 10% of these students taking up College accommodation.

To address this gap, key learning support services undertook a pilot initiative designed to integrate local first-year students into the Otago learning experience. With the aid of a grant from Quality Advancement, staff from the support services pooled their efforts to offer local students an opportunity to meet up within small peer-led groups and actively explore the Campus, and then come together to share what they had learnt with one another to, in turn, construct the larger picture. The whole experience was branded StudySmart.

A survey of the participants revealed that 81% felt that attending the Study-Smart session significantly contributed to them settling into University life (survey response rate 42%). Students also reported that they want "more integrated events (other than parties) to meet others". Consequently, this paper, as well as highlighting the various evaluation methods undertaken, will report feedback on the process of collaborating within and across teams. It will also introduce the resources developed and interactive activities used. While it is evident that this collaboration utilised a blended approach, it did reduce the effort required of individual support services and presented students with a successful, seamless learning experience. The challenge now is to consider how a successful pilot like this might become an established part of the Otago learning experience for more students.

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Tuesday, 9:00-10:00

Café Style Swap Shop

(#132) How Can We Teach and Assess Thinking?

Clinton Golding (HEDC)

It may seem that thinking is impossible to describe, teach and assess, yet I argue that it does not have to be. If we first become aware of what we do when we think, we can then 1) describe the thinking according to what we do, say and ask; 2) teach it by asking our students to do the same thing; and 3) assess it by observing whether our students also use these 'thinking behaviours.' This will be a very practical session where you will articulate the thinking needed in your subject areas according to what you do, say and ask and then use this to develop strategies for describing, teaching and assessing thinking.

Session 8

Tuesday, 10:30-11:30

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Tuesday, 10:30-11:30

Panel

(#153) Otago Teaching Excellence Awards

Donna Buckingham (Law), Mike Colombo (Psychology) and Phil Bishop (Zoology)

Socrates is the group comprised of Otago Teaching Excellence Award Winners. Several members of Socrates will host a panel discussion on the application process for teaching awards, and will offer their advice on topics such as when to time an application, how to gather evidence, and how to write a portfolio. All interested members of the teaching staff are welcome, whether they are considering applying for an award in the near term or the far future. The panel will also welcome discussion on broader aspects of teaching awards in higher education.

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Tuesday, 10:30-11:30

Papers

(#112) Initial Teacher Education Under a University Model

Steven S. Sexton and Raylene Galvin (UOCE)

This paper explores the impact of the university model of programme delivery on the initial teacher education primary programme at The University of Otago. In 2007, the Teachers' College merged with the University of Otago. As part of this merger, there has been a significant change to the delivery method and hours of contact for course content. As a result many curriculum papers' contact hours have been reduced by one-third. How have these changes affected current student teachers and their perception of preparedness for classroom practice?

Focus group interviews were conducted with current College of Education student teachers as part of two ongoing research studies. These studies are looking into the perceptions of how student teachers see their role and the impact of their practicum experiences on their own self-efficacy as teachers. Second-year student teachers are presented in this paper as they have expressed concerns over the changes to their programme of study.

Preliminary results would seem to indicate that student teachers are anxious over what they see as a dramatic change in programme delivery. These participants have expressed this uneasiness over an apparent increase in less personalised lecture theatre style delivery and a reduction in tutorial contact hours. They do not feel that the cause is modelling what they are expected to do in their own classrooms. They believe that they are now expected to rely on associate teachers to learn the craft of teaching as their programme is now mainly theory with little or no practice in its application. These student teachers support issues raised in other studies looking into the impact of programme changes on teacher education (Beck, 2009; Beckmann, Cooper, & Hill, 2009; Goodson, 2010; Maxwell, 2010; Müller, Norrie, Hernández, & Goodson, 2010; Mutton, Burn, & Hagger, 2010; Nash, 2009; Taylor, 2008; White, Bloomfield, & Cornu, 2010).

References:

Beck, J. (2009). Appropriating professionalism: Restructuring the official knowledge base of England's 'modernised' teaching profession. *British Journal of Sociology of Education*, 30(1), 3-14.
Beckmann, A., Cooper, C., & Hill, D. (2009). Neoliberalization and managerialization of 'education' in England and Wales: A case for restructuring education. *Journal for Critical Education Policy Studies*, 7(2), 310-345.

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Tuesday, 10:30-11:30

Goodson, I. F. (2010). Times of educational change: Towards an understanding of patterns of historical and cultural refraction. *Journal of Education Policy*, 25(6), 767-775.

Maxwell, B. (2010). Teacher knowledge and initial teacher education in the English learning and skills sector. *Teaching Education*, 21(4), 335-348.

Müller, J., Norrie, C., Hernández, F., & Goodson, I. (2010). Restructuring teachers' work-lives and knowledge in England and Spain. *Compare: A Journal of Comparative and International Education*, 40(3), 265-277.

Mutton, T., Burn, K., & Hagger, H. (2010). Making sense of learning to teach: Learners in context. *Research Papers in Education*, 25(1), 73-91.

Nash, R. (2009). *The active teacher: Practical strategies for maximizing teacher effectiveness*. Thousand Oaks, CA: Corwin.

Taylor, A. (2008). Developing understanding about learning to teach in a university-schools partnership in England. *British Educational Research Journal*, 34(1), 63-90.

White, S., Bloomfield, D., & Cornu, R. L. (2010). Professional experience in new times: Issues and responses to a changing education landscape. *Asia-Pacific Journal of Teacher Education*, 38(3), 181-193.

#114) Does Performance in Selection Processes Predict Performance as a Dental Student?

Alison M Rich, Kathryn MS Ayers, W Murray Thomson, Rosemary J Sinclair, Gregory J Seymour (Dentistry) and Melany J Rohan (Division of Health Sciences)

This study investigated whether students' academic success in an undergraduate dental surgery programme was associated with their results in components of the selection procedures and/or socio-demographic characteristics.

Student admission results (pre-admission academic average, Undergraduate Medicine and Health Sciences Admission Test (UMAT) scores and interview performance) were collected for the years 2004-2009 along with socio-demographic data. Using multivariate analysis, it was found that performance in selection procedures did not predict dental student performance. Class place in second year, however, was a strong predictor of class place in the final year.

New Zealand European ethnicity and domestic rather than international student status were the best predictors of higher-class placement in the final year. Other socio-demographic characteristics were not associated with performance.

At the time of data collection only one class had graduated. This pilot study provides a platform for further study where selection tools can be more rigorously studied.

Acknowledgements: Financial assistance to assist with data collection and analysis through a University of Otago Research into University Teaching Grant is gratefully acknowledged.

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Tuesday, 10:30-11:30

#118) Crossing the Science-Humanities Divide

Jennifer Rock (Centre for Science Communication)

For the last century society has suffered from a cultural divide between science and the humanities. Now, the quality and merits of "progress" equated with specialisation are increasingly being questioned. However, although a multidisciplinary approach in teaching, learning and research has become the buzzword of the early 21st century, meaningful cross-cultural interaction is still rare. Enter climate change. This largest of all environmental threats may also be the common cause that binds our fractured society. Art-Science collaborations are forging strong momentum in this subject area, and are bolstered by new knowledge from studies of neurophysiology, cognition and pedagogy. Here I present early results from a sci-art approach to engage students with understanding and communicating the effect of climate warming.

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Tuesday, 10:30-11:30

Café Style Swap Shop

(#121) Zeus – the Cloud Gatherer:

In Action on Action, a Technique for Shared Learning

Charlotte Brown, Paula Whitelock and Shiobhan Smith (Library)

This interactive session aims to share an example of good teaching practice and to foster networks of staff interested in sharing ideas in the use of web 2.0 tools (tools that promote revolutionary new ways of creating, collaborating, editing and sharing content online). With no need for download, using this technology for learning and research has never been easier or more accessible. However, with the proliferation of options available, it can be a challenge to keep current, and quickly find the right tool for your needs.

By modelling the collaborative learning technique, “Zeus: the cloud-gatherer”, the librarians will facilitate the sharing of web 2.0 tools that are useful for teaching and research. Following a summative report on their research into this method, they will broaden the discussion through prompting participants to describe one of their favourite web 2.0 tools that they find useful for teaching, learning or research. This discussion will focus upon the tools and their application, sharing examples of how these can be applied in an academic setting, and suggesting further uses/applications. Through this process a “tag-cloud” of both familiar and new resources will be created. Participants’ tools will be added to a GoogleDoc listing relevant web 2.0 tools with links to examples of these tools, descriptions of each, and a video tutorial (where available) to teach other participants how to use the tool. They will also have an opportunity to reflect on how they may apply the learning technique in their own practice.

Session 9

Tuesday, 11:30-12:30

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Tuesday, 11:30-12:30

Panel

(#122) Is Education for Sustainability a Role for Higher Education?

Kerry Shephard and Mary Furnari (HEDC)

Education for Sustainability is an educational movement that traces its origins back to the Brundtland Report of 1987, which suggested that education has a "crucial role to play" in helping to bring about "the extensive social changes needed for sustainable development". Many universities went on to sign the Talloires Declaration and agreed to "Educate for Environmentally Responsible Citizenship" and to "Foster Environmental Literacy For All". But does higher education collectively consider its role to include bringing about 'extensive social changes'? What is environmentally-responsible citizenship and are we equipped to teach it? Do all university teachers understand their role as encompassing this objective? Is the role shared by all, irrespective of the discipline? And who is to decide on the most appropriate social changes to achieve sustainable development.

Researchers in HEDC have been exploring the highly subjective nature of university teachers' viewpoints on these and related issues. We have used Q methodology to help us to make sense of the complex phenomenon that has become known as 'education for sustainability', in the context of higher education, and through the viewpoints provided by university teachers. A considerable literature suggests that one strength of Q methodology is to clarify the foundations of misunderstanding and disagreement that may exist within populations about complex phenomena. Our approach sought common 'configurations of viewpoint' within our sample of university teachers, and this panel discussion will combine a brief description of our research with some role-play to illustrate the configurations of viewpoint that we have identified so far. (Audience participation is not required).

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Tuesday, 11:30-12:30

Papers

(#131) Exploring Service Learning as a Means to Promoting an Ethos of Community Involvement Among Pre-Service Teachers

Gaynor Corkery (UOCE)

In 2009 I introduced a new requirement into the Graduate Diploma in Secondary Teaching. Every student in the programme, as part of the compulsory Educational Issues paper, was required to contribute a minimum 15 hours to a community service project of their choice.

A CALT Teaching Grant in 2010 enabled me to evaluate this new initiative and investigate service learning as a component of teacher education. The study investigated 1) students' experiences as participants; 2) the perceptions of those whom the service aimed to assist and 3) the value of community service in the development of beginning teachers. Research assistant Carla Thomson and I analysed data from four sources: Students' reports for the EDUS 350 paper; Transcripts from three focus groups of students from 2009 and 2010 cohorts; An online survey of beneficiaries and interviews with representatives of four community agencies. The methodology was qualitative and the analysis operated within the interpretive tradition, emphasising the importance of participant voices and perspectives. Emergent themes included the significance of students choosing their own projects, and the challenges and benefits inherent in the community service for both students and beneficiaries.

The following questions were addressed:

1. Would students in a pre-service teacher education programme support their conscription into voluntary work as a requirement of their programme?
2. Would they benefit from it?
3. Would their efforts be valued by the community agencies or individuals they serve?

The study found that because each student chose his/her own project they 'owned' its success or failure. Many perceived the most frustrating aspects of community service to be the most beneficial to them in terms of their personal and professional growth. Respondent organisations or individuals who benefitted from the students' voluntary work valued it highly, and most of those interviewed maintained that it was their own responsibility as community agencies to teach prospective teachers how to serve.

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Tuesday, 11:30-12:30

(#145) An Investigation of Undergraduate Medical Students' Discourses of General Practice

Kelby Smith-Han and Chrystal Jaye (Dunedin School of Medicine), Ruth Fitzgerald (Anthropology & Archeology) and Sarah Stein (HEDC)

This research looks at the general practice workforce shortage from a qualitative perspective and, in particular, what part undergraduate medical education plays in medical students' understanding of the discipline of general practice.

The literature regarding the general practice workforce shortage has been predominantly from a quantitative perspective, with comparatively few qualitative studies conducted. The present research examined medical students' views about general practice using a qualitative approach. Medical students in their 2nd year (which is the first year of medical school after admission) and final year of study (Trainee Interns or 'TIs') were interviewed. Second-year students described general practice as concerned with non-challenging minor problems; characterised by relationships with individuals and communities; and that general practice lifestyle was one of structured hours and an easier workload. Further impressions were that general practice has a low status within the medical hierarchy; considered an easy default option; and is not considered to be a specialty.

TIs offered perceptions based on experiences working directly with General Practitioners (GPs). TIs illustrated the challenges of being a GP, the variable illnesses seen by working in different types of practices; declined scopes of practice and dealing with uncertainty. TIs also viewed general practice as having a low medical status; a default vocation if a student lacked the motivation or ability to specialise; and that general practice is not regarded as a specialty.

TIs offered contradictory perspectives on general practice. Their educational and clinical experiences of general practice as skilled, challenging and exciting (particularly in rural areas) challenged perceptions of general practice as an easy field of medicine, but did not overthrow them. The difficulty for general practice as a discipline is how to challenge the dominant discourses of undergraduate medical training.

(NB: this research is currently under review for 'Focus on Health Professional Education: A Multi-Disciplinary Journal')

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Tuesday, 11:30-12:30

(#108) Embedding Māori Values to Create Culturally Relevant Academic Workshops

Tepora Pukepuke (Te Whare Wānanga o Awanuiārangī)

The three Wānanga institutes in New Zealand provide an environment familiar to Māori students and therefore a comfortable and nurturing foundation for learning. A student support practitioner at one Wānanga is creating academic workshops for students whereby the basic academic study skills are taught by embedding tikanga Māori processes. Attention is needed to contextualise the academic environment to engage and enlighten Māori students so such students deeply understanding the lessons, and are able to apply it to their writing throughout their study journey. The workshops draw on a range of Māori discourse such as powhiri, whaikorero, whakapapa and a Te Ao Māori value of mana. They examine these familiar roles in a way to link them to essay structures, critical analysis, data management and APA referencing. While students may soon forget the essay 'sandwich', how to write a conclusion, or waiver in accurate APA referencing, the construction of matauranga Māori knowledge through culturally relevant norms allows students to draw on their own experiences and knowledge and to deeply develop academic responsibilities in their writing.

This presentation outlines the four tikanga-embedded workshops and demonstrates realtime activities students can use to develop their academic writing skills from a Te Ao Māori perspective. It provides Māori and non-Māori practitioners alike an opportunity to consider how to further their teaching practice to incorporate meaningful and culturally exciting complexities in their classroom.

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Tuesday, 11:30-12:30

Papers

(#120) The Development and Evaluation of an e-Learning Resource to Support Physiotherapy Student Learning

Gisela Sole, Tony Schneiders, Kim Hebert-Losier and Meredith Perry (Physiotherapy)

Practical techniques are, for physiotherapy students, for the management of patients with musculoskeletal disorders. These skills are traditionally taught in laboratories with demonstrations by tutors using a teacher-centred approach. A DVD was developed, comprising audio-video clips of standardised manual physiotherapy techniques and skills currently taught in Musculoskeletal Rehabilitation laboratories. The DVD was introduced into the Year 2 programme in semester 2, 2010. Students used the resource in preparation for labs, during the labs, and for examination preparation. Perceptions of students and educators regarding the usefulness of the DVD for self-directed learning and as a teaching tool within laboratories were explored. Focus group interviews were conducted for Year 2 students and tutors at the end of the semester, respectively. Interviews were transcribed verbatim and independently analysed by two authors. Analysis followed a general inductive approach, whereby text segments were grouped into meaningful categories. An iterative process was used to refine categories until main ones were determined. The main categories were then checked by inter-coding auditing. NVivo 8 (QSR 2009) was used to assist thematic organisation of data. Overall, students perceived the DVD positively. Their confidence to perform techniques improved and they appreciated the visual learning opportunity the DVD provided. While most students did not use the resource for pre-laboratory preparation due to a "lack of time", it was considered valuable for final examination preparation. Students reported that not all tutors were demonstrating the skills as shown on the DVD, thus consistency between the different lab groups was not achieved. As the DVD was introduced mid-way through the semester, the increased allocation of time to case-based teaching and application of techniques to clinical scenarios was limited. More work is needed to enhance the consistent integration of the DVD into laboratory teaching and to motivate the students to use the resource for laboratory preparation.

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Tuesday, 11:30-12:30

(#140) Mathematical Competence

Chris Linsell and Megan Anakin (UOCE)

The two aims of this study were to investigate the mathematical competence of undergraduate education students at the start of their primary teaching programme, and to evaluate an online assessment tool in lieu of a more traditional form of mathematics assessment. Research indicates that practising teachers need to have a sound understanding of the fundamental concepts of mathematics to be able to teach these concepts successfully to their students. However, recent studies have shown that large proportions of New Zealand primary and secondary school students hold fundamental misconceptions about mathematical structure. To study this problem we used an interpretive methodology and a mixed methods research design. Participants were assessed with tasks that were parallel to those used in previous studies with younger students. Assessment data from 2010 ($n = 154$) and 2011 ($n = 122$) were analysed with descriptive and inferential statistics, and comparisons between the two forms of assessment showed them to have equivalent practical utility. Only about 50% of participants in 2010 and 2011 demonstrated adequate personal mathematical competence for teaching in primary classrooms. The other 50% of participants were supported with additional mathematics instruction. A general inductive approach will be used to analyse the qualitative data gathered in 2011 from student focus group interviews and the course instructor's reflective journal and lesson plans. Preliminary analysis indicates that participants were solving problems using partially learned procedures rather than knowledge of mathematical structure. Participants' errors showed the same fundamental mathematics misconceptions that were documented with primary and secondary school students. Providers of teacher education in New Zealand will be able to use this information to support students entering their programmes.

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Tuesday, 11:30-12:30

(#154) Teacher as Coach

Shirley Anne Gillett (UOCE)

There is much in common between the roles and activities of “teacher” and “coach”. This paper will explore the landscape of their intersection incorporating Vygotskian concepts of scaffolding and the zone of proximal development, and Dewey’s idea of education as a process of growth and development, with the aim of making future use of the possibilities these give us in teaching at the university in areas such as tutoring, teaching and postgraduate supervision. The paper also aims to examine what we can learn about the relationship between teacher and learner in relation to these roles.

The method is arguing from theory to practice, specifically relating the theoretical concepts above to examples from literature and my own extensive tutoring, teaching and coaching experiences, in particular as academic support to the Malaysian students for the past two years in the OUCE and tutor for the Maori Centre. With the current growing interest in academic and personal psychology literature in the coaching of human potential and in its extension beyond the sporting arena towards life, personal growth and development in the workplace context, I propose it is time to look there rather than the arguably overused “mentor” concept.

As this is a work in progress, I would welcome ideas and experiences from others in the discussion.

Session 10

Tuesday, 13:30-14:30

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Tuesday, 13:30-14:30

Panel

(#135) Kia Tau, Kia Tipu, Kia Puāwai:

Divisional Initiatives to Tautoko (Support) Māori Success at the University of Otago

Tangiwai Rewi, Waikato (Pūkenga Matua, Te Tumu) Ana Rangi, Ngāti Porou/Ngāti Kahungunu/Whakatōhea/Ngāti Kuia/Ngāti Koata (Kaiāwhina Māori, Humanities) Stephen Scott, Te Uri o Hau (Kaitautoko Whakamātau, Sciences) Ron Bull, Ngai Tahu (Kaiāwhina Māori, Business) and Zoe Bristowe, Ngāti Porou/Ngapuhi (Kaiārahi, Health Sciences)

In addressing Goal 4 – Te Tipuranga/ Growth and Development, the University of Otago Māori Strategic Framework encourages each Division of the University to resource positions and projects to increase recruitment, access, participation, retention, development and success of Māori students.

While acknowledging the outstanding work undertaken by Ngā Kaimahi o Te Huka Mā tauraka, this discussion will focus on reporting on the results of the practices undertaken at Divisional level. Four key staff from across the Divisions, employed in pivotal positions to support Māori students with issues of advocacy and access to academic and pastoral support will share their varying experiences and approaches. The discussion will focus on promoting greater awareness of the initiatives underway at the Divisional level that support Māori students and feed into the central role of Te Huka Mātauraka, as well as providing an opportunity for feedback into future practice.

Session	Session	Session	Session	Session	Session	Session	Session	Session	Session
1	2	3	4	5	6	7	8	9	10

Tuesday, 13:30-14:30

Papers

(#136) Taking a 21st Century Approach to Library Design – Accommodating Modes of Learning

Cate Bardwell and Mark Hughes (Library)

“It is a modern library and has moved with the times so that it is still a functional and pivotal place for students to use”. University of Otago student opinion survey (2010)

During the last 10 years, the University of Otago has led the way in the design of new learning spaces within the New Zealand University library environment. The University of Otago has refurbished, relocated or rebuilt a significant proportion of library spaces. We have specifically tailored our facilities for users of the 21st century with the goal of producing academically literate graduates who can succeed in an increasingly digital world. Critical to this process is designing and using evidence-based approaches that draw upon international site visits, direct user feedback and research on changes in modes of learning. The aim of this presentation is to demonstrate how we have, and are continuing to, put this evidence into practice in the context of library space. This will have relevance to anyone who wishes to consider how to make the best use of individual or shared space to best accommodate modes of learning.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
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Tuesday, 13:30-14:30

(#143) Lights, Camera, Action!

How Do Lecturers Feel About Being the New Stars of Otago TV?

Lisa Russell (Zoology), Tony Zaharic (Biochemistry), Jacques van der Meer (HEDC) and Phil Bishop (Zoology)

Technology and large class sizes are rapidly changing the delivery of lectures at Otago University. Included in these changes are the expectations placed on lecturers. Due to the large size of Health Sciences First Year papers (up to 2000 students), lectures are video-linked between several different lecture theatres across campus. Thus, not only do lecturers need to devise strategies to engage large classes in front of them, they also need to find a way to concurrently engage (via a video-camera) with students distributed across campus - a sort of pseudo distance learning. We surveyed lecturers that present in video-linked lecture theatres and asked them to share their experiences of this mode of lecture delivery, and to compare it to a more traditional lecture presentation. Lecturers were asked to share their perspective on how they felt they engaged with students, how they thought students responded to video-linked lectures, and to outline the factors that influenced their perceptions. Results from this survey will be discussed.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
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Tuesday, 13:30-14:30

(#151) English Language Screening and Remedial Help for Health Professional Programmes

James Green (Pharmacy)

Health professional graduates are required to demonstrate English language proficiency for registration. During their studies, students must meet minimum English standards for acceptance into the university. They are currently screened during the Health Sciences First Year (HSFY), and then often again within the programme. Because most programmes select in part on the basis of English language proficiency or a proxy (such as an interview), the effectiveness of these tests is difficult to determine. However, the Pharmacy programme selects students on HSFY grades alone. Thus, a retrospective cohort study was conducted to examine the effectiveness of English language screening in the University of Otago Bachelor of Pharmacy programme. For all students entering the programme in 2007 and 2008, results from the HSFY screening test, subsequent screening tests in the pharmacy programme, and their academic grades were obtained for analysis. Almost all the students who failed the HSFY test also failed the screening test in the programme, whereas most of those passing the HSFY test passed the second test. Poor performance on English screening tests also impacted on academic performance. Failing the HSFY and second-year screening tests both predicted both lower grades and a greater likelihood of failing one or more papers, even controlling for HSFY academic performance. The English screening tests appear to be detecting students with poorer English skills, but they have a degree of redundancy, with both tests identifying many of the same students. Furthermore, the current remedial course does not appear to be sufficient. Therefore, rather than continued screening, more formal processes to continue to assist students to develop their English language proficiency following ENGL126 are required.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
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Tuesday, 13:30-14:30

Café Style Swap Shop

(#119) Implications of PowerPoint in Teaching

Jenny McDonald and Ayelet Cohen (HEDC)

PowerPoint and similar digital presentation software are widely used in the higher education setting. However, according to Kjeldsen (2006), we need to acknowledge that it is not a 'neutral way of teaching' and therefore 'comes at a cost'.

This café style swap shop will offer a rich menu of questions, opinions and results arising from recent research into "teaching with digital presentations" at the University of Otago, and allow exploration of the interface between digital presentations and teaching and learning.

There will be plenty of time to share experiences and to critically analyse the implications of using or not using digital presentations in teaching.

References:

Kjeldsen, J. E. (2006). The rhetoric of PowerPoint. *Seminar: net: International Journal of Media, Technology and Lifelong Learning*, 2(1).

Cutting the wires: Education goes mobile

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- 50% of students have internet-capable mobile devices
- There are over 600 wireless access points on campus
- We have nearly 10,000 Blog and Podcast users
- There are over 700 Otago iTunes U items
- Over 1000 courses are available online in the Lynda.com training pilot
- Over 4000 people have accessed m.otago.ac.nz

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